Mississippi Southern College

BULLETIN

ANNOUNCEMENTS

1946 - 1947

HATTIESBURG, MISSISSIPPI - APRIL, 1946

VOLUME 33 NUMBER 4

Mississippi Southern College

Hattiesburg, Mississippi

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Member
of the

American Association of Teachers Colleges
Southern Association of Colleges and Secondary Schools
American Council on Education
National Association of Schools of Music
Mississippi Association of Colleges

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ANNOUNCEMENTS

1946 - 1947

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FALL QUARTER OPENS SEPTEMBER 16, 1946

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CALENDAR FOR 1946-47

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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29	30					

OCTOBER

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NOVEMBER

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DECEMBER

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JANUARY

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APRIL

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MAY

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JUNE

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JULY

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27	28	29	30	31		

AUGUST

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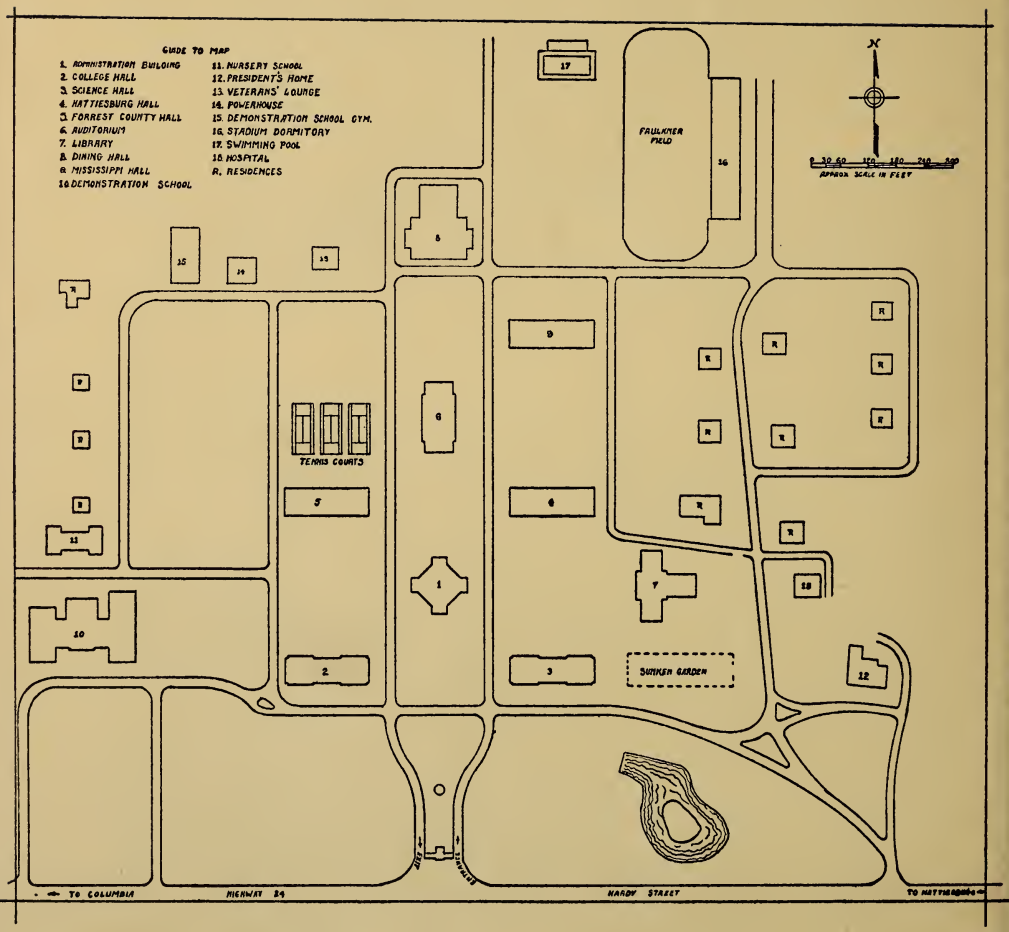
31						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7. LIBRARY
8. DINING HALL
9. MISSISSIPPI HALL
10. DEMONSTRATION SCHOOL
11. NURSERY SCHOOL
12. PRESIDENT'S HOME
13. VETERANS' LOUNGE
14. POWERHOUSE
15. DEMONSTRATION SCHOOL GYM.
16. STADIUM DORMITORY
17. SWIMMING POOL
18. HOSPITAL
R. RESIDENCES
N
0 30 60 120 180 240 300
APPROX. SCALE IN FEET
FAULKNER FIELD
TENNIS COURTS
SUNKEN GARDEN
TO COLUMBIA
HIGHWAY 24
HARDY STREET
TO HATTIESBURG

BOARD OF TRUSTEES

Of the Institutions of Higher Learning, State of Mississippi

With terms expiring February 22, 1948

RANSOM E. ALDRICH.....Michigan City
JOHN W. SAVAGE.....Gulfport
MAJOR W. CALVIN WELLS.....Jackson

With terms expiring May 7, 1956

J. OLIVER EMMERICH, Seventh Congressional District.....McComb
R. N. HENLEY, First Congressional District.....Macon
DR. H. M. IVY, State-at-Large.....Meridian
MARTIN V. B. MILLER, President, Fifth Congressional District
.....Meridian

With terms expiring May 7. 1952

MRS. HAZEL PERRY LEE, Fourth Congressional District.....Eupora
J. G. PRICHARD, Third Congressional District.....Inverness
R. W. REED, Northern Supreme Court District.....Tupelo
R. B. SMITH, Jr., Second Congressional District.....Ripley

With terms expiring May 7, 1948

JOHN W. BACKSTROM, Sixth Congressional District.....Leakesville
MEANS JOHNSTON, State-at-Large.....Greenwood
REECE D. McLENDON, Southern Supreme Court District
.....Poplarville
MRS. JANIE RICE TAYLOR, Central Supreme Court District
.....Jackson
PAUL H. BOWDRE, LaBauvé Trustee (DeSoto County).....Hernando
E. R. JOBE, Executive Secretary.....Jackson

ACADEMIC CALENDAR

1946 - 1947

Faculty meetings will be held at 7:30 P. M. on the fourth Tuesday of October, November, January, February, March, and April.

Fall Quarter—1946-1947

Monday, September 16

8:30 A. M. Demonstration School opens.

12:00 Noon College Dormitories open.

7:00 P. M. Faculty meeting.

Tuesday, September 17

9:00 A. M. Registration for all new students.

Wednesday, September 18

9:00 A. M. Registration for sophomores and juniors. Placement tests for all new students.

1:30 P. M. Registration for seniors.

Thursday, September 19 All classes meet.

11:00 A. M. Chapel.

Wednesday, November 27

4:00 P. M. Thanksgiving holidays to Monday, December 2, 8:00 A. M.

Sunday, December 8

8:15 P. M. Annual presentation of the "Messiah".

Winter Quarter—1946-1947

Monday, December 9

8:00 A. M. Registration for winter quarter.

Tuesday, December 17 Annual formal Christmas dinner.

Friday, December 20

4:00 P. M. Christmas holidays to Monday, January 6, 1947, 8:00 A. M. Dormitories will close on Saturday morning, December 21, at 9:00 and will open on Sunday afternoon, January 5.

Tuesday and Wednesday, March 11 and 12—Winter Quarter examinations.

Wednesday, March 12.

4:00 P. M. Spring holidays to Monday, March 17, 8:00 A. M.

Spring Quarter—1946-1947

Monday, March 17

8:00 A. M. Registration for spring quarter.

Monday, March 24 to Friday, March 28—Religious Emphasis Week.

Monday, April 28—Second term of spring quarter begins.

Sunday, May 4 to Sunday, May 11—Choir trip.

Friday, May 30—Senior examinations.

Friday, May 30—Graduation exercises for Demonstration School.

Sunday, June 1—Commencement sermon.

Monday, June 2

10:00 A.M. Class Day exercises.

8:00 P. M. Graduation exercises.

Thursday and Friday, June 5 and 6—Spring Quarter examinations.

Friday, June 6—Demonstration School closes.

Summer Quarter—1947

Monday, June 9

8:00 A. M. Registration for summer quarter.

Thursday, July 3

4:00 P. M. Holiday to Monday, July 7, 8:00 A. M.

Wednesday, July 16—Mid-term. Registration for second term.

Tuesday, August 12—Senior examinations.

Thursday, August 14

8:00 P. M. Graduation exercises.

Friday, August 15—Summer Quarter examinations.

Classes during first summer term meet four hours per week.

Classes during second summer term meet five hours per week.

NOTE—Late registration fee applies for registrations after each registration period.

ADMINISTRATIVE OFFICERS

Robert Cecil Cook, B.S., M.A., Ed.D. ..... President
Richard Aubrey McLemore, B.A., M.A., Ph.D. ..... Dean of Instruction
Mary Pulley, B.S. ..... Registrar
Charles O. Smalling, B.S. ..... Financial Secretary
Ivah O. Wilber, B.S., M.A. ..... Dean of Women
W. L. Johnson, B.A., M.A. ..... Dean of Men
Anna M. Roberts, B.A., M.A., B.S. in L.S. ..... Librarian

HEADS OF DIVISIONS

J. F. Walker, B.A., M.A., Ph.D. ..... Biological Sciences
H. D. Pickens, B.A., M.A., Ph.D. ..... Education and Student Teaching
Roy A. Pulliam, B.S., M.A. ..... Acting Hd. of Extension and Correspondence
Frank E. Marsh, Jr., Mus.B., M.A. ..... Fine Arts
R. E. Schwartz, B.S., M.D. ..... Health and Physical Education
Bertha M. Fritzsche, B.S., M. S. ..... Home Economics
Wilbur W. Stout, B.A., M.A., Ph.D. ..... Language and Literature
O. V. Austin, B.A., M.A. ..... Physical Sciences and Mathematics
R. A. McLemore, B.A., M.A., Ph.D. ..... Social Studies
O. N. Darby, B.S., M.A. ..... Director of Veterans' Advisement Center

STAFF MEMBERS

John M. King, B.S., M.A. ..... Secretary of Alumni Association
V. M. Morgan ..... Bookkeeper
Bettye Foster, B.A. ..... Secretary to President
Ann Carter, B.A. ..... Secretary to Extension Division
Mrs. Mary Donavan Parker ..... Secretary to the Financial Secretary
Mrs. Marie Hathorne, B.S. ..... Secretary to the Registrar
Miss Delia Yelverton ..... Hostess, Mississippi Hall
Mrs. Selah Carmichael ..... Hostess, Hattiesburg Hall
Mrs. Helen Singleton ..... Hostess, Forrest County Hall
Mrs. Ettie Mae Daniels ..... Hostess, Stadium-Dormitory
H. C. McLeod, M.D. ..... College Physician
Beedie E. Smith, R.N. ..... Nurse
Lindley Williams, B.S. ..... Dietitian and Manager, Dining Hall
Joicie Smith (retired) ..... Part-time, Assistant in Dining Hall

FACULTY COMMITTEES, 1946-47

Academic Honors: Stout, Austin, Pickens, Bolton.

Administrative Council: McLemore, Pickens, Marsh, Harlan, Walker, Schwartz, Stout, Darby, Fritzsche, Austin, Pulley, Johnson, Gough.

Calendar: Gough, Marsh, H. Jackson, McDonald, McQuagge.

Certificates and Graduation: Stout, Pulley, Walker, Harlan, Johnson.

Christian Federation: Walker, Jones, H. Jackson, Wilber, Pickens, Moulder, Gardner, Gonzales.

Courtesy: Jones, Thompson, D'Olive, Hickman, W. Jackson, Campbell, Mead.

Credits: McLemore, Pulley, Johnson, Pulliam, Darby.

Curricula: McLemore, Pickens, Marsh, Schwartz, Stout, Fritzsche, Austin, Walker, Harlan, Pulley.

Discipline: Owings, Austin, Bolton, DeLano, Wilber, Sierakowski.

Examinations: Freeny, Jones, Wilber, Leek, H. Jackson.

Extension and Correspondence: Pulliam, Freeny, Steede, Darby.

Health: Frazier, A. D. Owings, B. Smith, Walker, Smalling.

Housing: Smalling, Pickens, Freeny, W. Jackson, Wilber

Library: Roberts, Stout, Fritzsche, Wilber, Frazier.

Lyceum: Marsh, F. Owings, Rutland.

Miss. Hist. Affairs: McLemore, Stout, Bolton, Hickman, Roberts.

Placement Bureau: Pickens, Marsh, McQuagge, Fritzsche, King.

Publications: Stout, Hickman, McLemore, Smalling and students.

Publicity: Marsh, Pulley, Pickens, Smalling.

Scholarship: McLemore, Pulley, Austin, Shands, Fritzsche.

Student Enrollment: McLemore, Green, Pickens, Fritzsche, Hickman, Marsh, King, Moulder, Darby, Cook, Leech.

Student Social Life: Johnson, Jones, Walker, Hickman, D'Olive, Pickens, Baylis, H. Jackson, Thompson, Bolinger, Sierakowski, Wilber, McNeese.

Veterans: Pickens, Austin, Marsh, Frazier, Vann.

*The President of the college is ex-officio member of all committees.

FACULTY

Robert Cecil Cook, B.S., M.A., Ed.D. ..... President

B.S., Mississippi State College, 1924; M.A., Teachers College, Columbia University, 1933; Ed.D., ibid., 1942.

Richard Aubrey McLemore, B.A., M.A., Ph.D. ..... Dean of Instruction
Head of Div. of Social Studies
Professor of History

A.B., Mississippi College, 1923; M.A., George Peabody College, 1926; Ph.D. Vanderbilt University, 1933.

Oliver V. Austin, B.A., M.A. ..... Head of Div. of Science and Mathematics
Professor of Science

B.A., University of Mississippi 1911; M.A., ibid., 1912; graduate student, University of Illinois, 1920; graduate student, University of Chicago, 1929-30.

Mary Poe Baylis, Mus.B. ..... Associate Professor of Music

A.B., Davenport College, Lenoir, N. C., 1922; B.M., New York School of Music and Arts, 1924; Student of Arthur Friedheim, Dr. William Berwald, Harry Vibbard, Silvio Scionti, Edward Collins, Leo Sowerby.

Mary Julia Bolinger, B.M., Mus.M. ..... Asst. Professor of Music

B.M., Vandercook, School of Music 1944; Mus.M., Northwestern University, 1945.

Willa Bolton, B.A., M.A. ..... Professor of Geography

A.B., Mississippi State College for Women, 1899; M.A., Columbia University, 1922; graduate student, Clark University, 1931.

Pearl Campbell, B.S., M.S. ..... Instructor of Home Economics

B.S., Mississippi State College for Women, 1914; M.S., Iowa State College, 1932.

Forrest DeLano, Mus.B. ..... Asst. Professor of Music

Mus.B., Knox Conservatory of Music, Galesburg, Ill., 1928; graduate student, American Conservatory of Music, Chicago, Ill.; student of Cardon V. Burnham, Margaret Lawson Mulford, Jane Peterson, Phillip-Manuel, Theodore Harrison, Dr. Winter Thompson, Arthur Hackett, Blair McCloskey.

Annie Louise D'Olive, B.S., M.A. ..... Instructor of Art

B.S., Mississippi Southern College, 1927; M.A., Teachers College, Columbia University, 1934; graduate student, Dixie Art Colony, 1941; Pennsylvania Academy of ine Arts.

Katherine S. Foote, B.A., B.S., M.S. ..... Critic Teacher, Mathematics

B.A., Whitworth College, 1912; B.S., Mississippi Southern College, 1931; M.S., Louisiana State University, 1932.

Minnie B. Ford, B.S., M.A. ..... Critic Teacher, Fifth Grade

B.S., George Peabody College, 1930; M.A., ibid., 1932; graduate student, 1932.

**William H. Ford, M.A. ..... Instructor of Commerce

Lula Mae Fowler, B.A., M.A. ..... Critic Teacher, Social Studies

B.A., Grenada College, 1930; M.A., University of Mississippi, 1931; Graduate student, Columbia University, 1940-41.

**John M. Frazier, B.S., M.A. ..... Asst. Professor of Science
Curator of Museum

B.S., George Peabody College, 1927; M.A., 1929; graduate student, University of Chicago, 1933.

Thomas H. Freeny, B.S., M.A. ..... Professor of Psychology

B.S., Mississippi College, 1900; M.A., ibid., 1901; M.A., George Peabody College, 1928; graduate student, summer quarter 1930, 1931, 1935.

Bertha M. Fritzsche, B.S., M.S. ..... Head of Div. of Home Economics
Professor of Home Economics

B.S., Iowa State College, 1922; M.S., ibid., 1929; graduate student. Teachers College, Columbia University, 1933; University of Chicago, 1941.

Mary Leila Gardner, A.B., Mus.B. ..... Instructor of Music

A.B., Wesleyan College, 1939; Mus.B., Mississippi Southern College, 1940; graduate student, Eastman School of Music; student of Mac Landow, Gustave Soderland, Irvine McHose, Herbert Elwell.

Anna E. George, Mus.B., Mus.M. ..... Honorary Inst. of Music

Three years study, Paris and London; student of Madame Julie Rive-Kine, Edgar A. Brazelton, Paul Corder, Emil Schwartz, Rosetter Cole, Grace Potter Carrall, Irwin Fischer.

John Edmond Gonzales, B.S., M.A. ..... Instructor of Social Science

B.S., Louisiana State University, 1943; M.A., Louisiana State University, 1945.

Reed Green, B.S. ..... Head Football Coach
Director of Athletics

B.S., Mississippi Southern College, 1934.

William B. Harlan, B.S. ..... Asst. Professor of Commerce

B.S., Western Kentucky State Teachers College, 1935; graduate student, George Peabody College, 1942, 1944.

Mary Sloan Hawkins, B.A., B.S., M.A. ..... Critic Teacher, English

B.A., Mississippi Synodical College, 1911; B.S., Mississippi Southern College, 1934; M.A., Teachers College, Columbia University, 1935.

Alma Hickman, B.A., Ph.B., M.A. ..... Asst. Professor of English

B.A., Mississippi State College for Women, 1912; Ph.B., University of Chicago, 1918; M.A., Columbia University, 1924; graduate student University of Southern California, 1932; graduate student, University of Colorado, 1942

**Benjamin L. Hill, B.S., M.A.

Edith Hinton, B.A., M.A. ..... Critic Teacher, First Grade

B.A., Mississippi State College for Women, 1931; M.A., Teachers College, Columbia University, 1945.

E. M. Ivy, B.S., M.S. ..... In-Service Teacher Education

B.S., Mississippi Southern College, 1936; M.S., Mississippi State College, 1943.

Harriet Jackson, B.A., M.A. ..... Asst. Professor of French and Spanish

B.A., University of Mississippi, 1924; M.A., ibid., 1936; graduate student, L'Institut De Tours, 1938; graduate student, University Nacional (Mexico), 1941

Willery Jackson, B.A., M.A. ..... Instructor of History

B.A., Mississippi State College for Women, 1921; M.A., Columbia University, 1926; graduate student, Columbia University, 1931-33.

W. L. Johnson, B.A., M.A. ..... Professor of Mathematics

B.A., University of Tennessee, 1929; M.A., ibid., 1930; graduate student, summer quarters, Duke University, 1935, 1938; Texas University, 1936-1937; California University, 1939.

Perrin Louise Johnston, B.S., M.A. ..... Critic Teacher, Second Grade
B.S., Mississippi Southern College, 1937; M. A., University of Alabama, 1944.

Emily Peyton Jones, B.S., M.A. ..... Associate Professor of Education
B.S., George Peabody College, 1918; M.A., Teachers College, Columbia University, 1924; graduate student, 1936; University of Southern California, 1937.

John M. King, B.S., M.A. ..... Secretary of Alumni Association
Critic Teacher, Science
B.S., Mississippi Southern College, 1928; M.A., University of Mississippi 1933; graduate student, George Peabody College, Colorado State College of Education.

Pearl Reynolds Leech, B.A., M.A. ..... Critic Teacher, Third Grade
B.A., University of Mississippi, 1938; M.A., George Peabody College, 1945.

Eleanor Leek, Mus.B., Mus.M. ..... Associate Professor of Music
Mus.B., Eastman School of Music of the University of Rochester, 1938; Mus.M., Eastman School of Music of the University of Rochester, 1945. Student of Gerald Hekking, Luigi Silva, Burrill Phillips, Harold Gleason, Gustave Soderland.

Frank Earl Marsh, Jr., Mus.B., M.A. ..... Head of Div. of Fine Arts
Professor of Music
Mus.B., New England Conservatory of Music, 1916; M.A., Syracuse University, 1926; student of Senor Alberto Jones, Dr. Adolf Frey, Kurt Fischer, Ethel Newcomb, Arthur Newstead, George W. Chadwick, F. Stuart Mason, Dr. William Berwald, Dr. Frank Sill Rogers.

Elizabeth Mead, B.E., B.A., M.A. ..... Asst. Professor of Music
B.E., Winona State Teachers College, Winona, Minnesota, 1937; B.A., Hamline University St. Paul, Minnesota, 1942; M.A., ibid., 1944. Student of Walter Grimm, Janet Rohweder, John M. Kuypers, John Verrail, Ernst Krenek, Agnes Rast Snyder.

Helen Janet McDonald, Mus.B. ..... Asst. Professor of Music
Critic Teacher
Mus.B., Chicago Musical College, 1932; graduate student, University of Michigan, 1944; student of Leon Sametini, Gustave Dunkleberger, Wesley La Violette, Max I. Fischel, Isaac Van Grove, Herbert Witherspoon, Gilbert Ross, David Mattern, Roxy Cowan, Rose Marie Grentzer.

Sallie Stevens McLemore, B.S., M.A. ..... Critic Teacher, Sixth Grade
B.S., George Peabody College, 1926; M.A., George Peabody College, 1931; graduate student, University of California, 1944.

Dona Evelyn McNeese, B.S. ..... Instructor of Commerce
B.S., Mississippi Southern College, 1943.

Carlton L. McQuagge, B.S. ..... Principal at Demonstration School
B.S., Mississippi Southern College, 1932; graduate student, University of Alabama, 1941.

Margaret Mitchell, Mus.B. ..... Instructor of Piano
Mus.B., Mississippi Southern College, 1940.

***A. D. Owings, B.S., M.S. ..... Associate Professor of Science
B.S., Mississippi Sothern College, 1928; M.S., University of Tennessee, 1931; graduate student, George Peabody College.

Fannie Owings, B.S., M.S. ..... Asst. Professor of Home Economics
Critic Teacher
B.S., Mississippi Southern College, 1928; M.S., University of Tennessee, 1935.

H. D. Pickens, B.A., M.A., Ph.D. ..... Head of Div. of Education, Psychology, and Demonstration School, Professor, and Director of Student Teaching and Placement Bureau

B.A., University of Mississippi, 1921; M.A., University of Chicago, 1922; Ph.D., University of Michigan, 1936.

Roy A. Pulliam, B.S., M.A. ..... Professor of Education, Director of Reading Clinic, Acting Director of Extension, and Correspondence.

B.S., Union University, Jackson, Tenn., 1932; M.A., George Peabody College, 1939; graduate student, George Peabody College, 1942-43.

Anna M. Roberts, B.A., M.A., B.S. in L.S. ..... Librarian

B.A., Vanderbilt University, 1920; M.A., Vanderbilt University, 1922; B.S. in L.S., University of Illinois Library School, 1933; graduate student University of Chicago Graduate Library School, 1938.

George M. Robertson, B.S. ..... Critic Teacher, Commerce

B.S., Mississippi State College, 1940; graduate student, 1940, 1942.

Lucille Rogers, B.A., M.A. ..... Critic Teacher, Seventh Grade

B.A., Union University, 1926; M.A., Teachers College, Columbia University, 1944.

Martha Rutland, B.S., M.A. ..... Director of Nursery School
Asst. Prof. of Child Development

B.S., University of Texas, 1942; M.A., Texas State College for Women, 1945.

R. E. Schwartz, B.S., M.D. ..... Professor of Health and Physical Education

B.S., University of Mississippi, 1919; M.D., Northwestern Medical School, 1923.

Hubert A. Shands, A.B., A.M., Ph.D. ..... Asst. Professor of English
Asst. Professor of Foreign Language

A.B., University of Mississippi, 1890; A.M., ibid., 1891; Ph.D., ibid., 1893; Ph.D., University of Halle-Wittenberg, Germany, 1902

Frances Sierakowski, B.Ed., M.A. ..... Asst. Prof. of Physical Education

B.Ed., Southern Illinois Teachers' College, 1938; M.A., University of Iowa, 1940; graduate student, University of Iowa, 1942.

Vivian S. Smith, B.A., M.A., Ph.D. ..... Part-time, Asst. Prof. of Biology

B.A., Hunter College, 1940; M.A., University of Illinois, 1941; Ph.D., University of Illinois, 1944.

Grace Wells Stark, B.S., M.A., M.Ed., Ph.D.
..... Critic Teacher, Fourth Grade
Instructor in Elementary Education

B. S., George Peabody College, 1936; M.A., ibid., 1940; M.Ed., ibid., 1941; Ph.D., ibid., 1945

O. C. Steede, B.S., M.A. ..... Instructor in Extension

B.S., Mississippi Southern College, 1929; M.A., George Peabody College, 1939.

Wilbur W. Stout, B.A., M.A., Ph.D. ..... Head of Div. of Languages and Literature, Professor of English

B.A., University of North Carolina, 1921; M.A., ibid., 1922; Ph.D., ibid., 1926.

Pauline Rogers Stout, B.A., M.A. ..... Part-time, Asst. Prof. of English

B.A., Concord State Teachers College, Athens, W. Va., 1930; M.A., University of North Carolina, 1934.

Amelia Thompson, B.S., M.S. ..... Asst Professor of Home Economics
B.S., Judson College, 1916; M.S., University of Tennessee, 1938.

Thad Vann, B.S.C. ..... Instructor of Physical Education
Assistant Coach
Head of Physical Education for Men
B.S.C., University of Mississippi, 1929; graduate student, University of Mississipi; Louisiana State Unversity, 1935.

J. F. Walker, B.A., M.S., Ph.D. ..... Head of Div. of Biological Sciences
Professor of Biology
B.A., University of Mississippi, 1927; M.S., ibid., 1931; Ph.D., State University of Iowa, 1935.

Annette B. Wilder, B.A. ..... Librarian
Critic Teacher, Language
B.A., Mississippi Woman's College, 1929; graduate student, Tulane University, 1931.

**On Military Leave
***Leave of Absence, to December 31, 1946.

HISTORICAL

Mississippi Southern College, under the name of Mississippi Normal College, was founded by an act of the Legislature in 1910. No appropriation was made for the purchase of site nor for erection of buildings, but counties were authorized to issue bonds to offer as a bonus for the location of the college. Three southern counties vied with one another for the privilege, but Hattiesburg in Forrest County was awarded the location for a cash bonus of $260,000, a gift of 840 acres of land and other valuable considerations.

Buildings were erected and the College opened its doors in 1912.

The purpose of the founders of the College was to train teachers for service in the public schools of Mississippi, and at the time of establishment of the College it was recognized that the greatest need of improvement lay in the rural schools. Salaries were low and the school term short. Many teachers did not have adequate high school training. In order to enable these teachers to profit by additional training, a Certificate Course was placed within their reach. Consequently hundreds of rural school teachers entered college, took professional and content courses, and have gone back and been active factors in the wonderful progress of the country schools during the past twenty-five years. In addition to the Certificate Course leading to a five-year state license, a Diploma Course, leading to a professional life license, was offered until 1929.

In 1922 the Legislature authorized the College to grant degrees. Pre-college work was discontinued and curricula were set up leading to the degree of Bachelor of Science. In 1924 the name was changed to State Teachers College and again in 1940 to Mississippi Southern College. In 1934 the Trustees authorized the granting of the degree of Music Bachelor, and in 1938 the granting of the Bachelor of Arts degree.

The presidents of the college have been: Joe Cook, 1912-1929; Claude Bennett, 1929-1933; Jennings Bryan George, 1933-1946; Robert Cecil Cook, 1945—.

RESIDENT ENROLLMENT DURING THE HISTORY OF THE COLLEGE—1912-1945

Enrollment by years:

1912-1913	876
1913-1914	912
1914-1915	985
1915-1916	1334
1916-1917	1234
1917-1918	837
1918-1919	853
1919-1920	1043
1920-1921	1332
1921-1922	1533
1922-1923	1686
1923-1924	1602
1924-1925	1543
1925-1926	1439
1926-1927	1484
1927-1928	1627
1928-1929	1810
1929-1930	1871
1930-1931	1788
1931-1932	1175
1932-1933	1036
1933-1934	1314
1934-1935	1252
1935-1936	1235
1936-1937	1345
1937-1938	1489
1938-1939	1438
1939-1940	1586
1940-1941	1383
1941-1942	920
1942-1943	772
1943-1944	666
1944-1945	724
Total	40,949
Total bachelor degrees granted (beginning in 1922)	2904
Total diplomas granted (three years, discontinued in 1929)	768
Total one-year certificates granted	2129
Total two-year certificates granted	17
Total enrollment without duplication	22,253

Enrollment for 1944-1945

Counties represented	44
Other states represented	14
Enrollment by extension	79
Enrollment by correspondence	483
Enrollment of college men in residence	78
Enrollment of college women in residence	646
Enrollment of senior class	183
Enrollment of junior clas	224
Enrollment of sophomore class	110
Enrollment of freshman class	140
Enrollment post graduates	37
Enrollment special unclassified	30
Degrees conferred 1944-45	84
Demonstration school enrollment	403

GENERAL INFORMATION

BUILDINGS

The present buildings on the campus consist of eighteen brick structures and a few frame buildings, all of which are steam-heated from a central heating plant.

The Administration Building is a beautiful structure housing the offices of the Administration, the College Bookstore, and the Post Office.

The Auditorium has a seating capacity of 1536 and stage facilities for the largest dramatic productions.

College Hall is a three-story, fire-proof building containing thirty-five recitation rooms and offices on the first and second floors. The third floor of this building contains twenty-one practice rooms, classrooms, and studios and is occupied by the Music Department.

Science Hall is a four-story fire-proof building containing classrooms and laboratories especially designed for science, commerce, mathematics, and home economics.

The Library is a two-story brick building containing four large reading rooms, reference and periodical rooms, offices, and stack rooms for 75,000 volumes.

The Home Economics Building is a two-story structure in which are housed the Nursery School (the first in the state), classrooms, and laboratories of the Home Economics Department.

Home Management Cottages are frame dwellings on the campus used by the Department of Home Economics for training of students in management of household affairs.

The Demonstration School is a modern building of fourteen rooms and an auditorium. It affords facilities for observation, participation, and practice teaching in all twelve grades of public school work.

Demonstration School Gymnasium is a brick structure, enlarged and renovated during 1934 with the aid of funds from the Federal Government. Besides an ample playing floor and facilities for an audience of seven hundred people at games and exhibitions, it contains offices, storage rooms, lockers, showers, dressing rooms, and a lecture room.

Hattiesburg Hall and Mississippi Hall are dormitories for women. Both are three-story, fire-proof buildings of modern construction. They contain comfortable bedrooms and reception halls, and well appointed bathrooms on each floor.

Forrest County Hall is a three-story, fire-proof building of modern construction with a spacious reception hall. The first floor is for faculty use. The second and third floors are for men. Each floor has comfortable bedrooms and well appointed bathrooms.

Stadium-Dormitory is a dormitory for men. It is a new fire-proof building constructed on modern lines, housing one hundred and

sixty men. The stadium will seat six thousand people at Faulkner Field and furnishes the facilities of an athletic clubhouse.

The Band Hall, a two-story brick structure, has been converted into a modern dormitory. The first floor is a dormitory for Freshmen men. The second floor is a lounge and social center for veterans.

The Hospital is a two story, brick structure, adequate for taking care of the minor ailments of students. A trained nurse is in charge and on hand at all times, and the regular college physician is subject to call to give medical attention to students needing emergency attention.

The Dining Hall is a modern structure with seating capacity of one thousand. It has all modern conveniences for reducing labor to a minimum, for storing and preserving foods, and for serving well-planned, attractive meals.

The Power House is a sixty thousand dollar fire-proof structure erected in 1934. It houses the central heating plant and work shops for the college engineers.

Swimming Pool, 45' by 105', recently constructed, with showers and locker rooms adjoining, and lighted for night use, is of modern design with machinery for filtering and purifying the water every eight hours.

The Memorial Station, at the campus entrance, is a small, beautiful structure given by students, faculty, officers, and friends of the college, and erected in honor of the students, officers, and faculty members who participated actively in the World War of 1914-1918.

STUDENT ORGANIZATIONS

Student Government. Student government has been in effect on the campus since 1944. The social life on the campus and in the dormitories is under student control. The Student Council composed of representatives chosen by the student body and various organizations is the governing body.

Alpha Mu Chi. An honorary musical club was organized in 1933. The purpose of this organization is to promote among its members a better feeling of fellowship, and to instill in each of them a desire for high scholarship in music.

Religious Organizations. The Mississippi Southern College is a state school and entirely non-sectarian. Religious life is encouraged and every effort made to co-operate with the local churches. The Christian Federation unites the activities of all religious groups on the campus. Its executive council is composed of two elected representatives of the student body who serve as chairman and vice-chairman, and the presidents of all religious organizations on the campus. The Federation works through a number of committees whose chairman form the Federation Cabinet. The Christian Federation seeks to provide channels for worship and religious development on the campus. It sponsors Religious Emphasis Week on the campus each spring. It maintains Pine Haven Lodge, a memorial hut, for the use of any college group for social and recreational functions. The Federation operates the Campus store, Wimpy's, and is financed by the proceeds from the store.

The Wesley Foundation, The Baptist Student Union, The Y. W. A., The Westminister Fellowship and The Newman Club are student denominational groups on the campus.

Vespers. On Wednesday and Sunday evenings under the auspices of the Christian Federation, vesper services are held. Vespers on our campus are short inspirational meetings at which time speakers from the student body, faculty, and local ministers are heard.

The Ministerial League. Each year there are a number of men on the campus who are ministers or studying for the ministry. They are of several denominations and have organized the Ministerial League to discuss varying problems in their field and also that they may be of help in fostering religious life on the campus.

The Elementary Council. This group has for its aim the supplementing of training acquired through the usual channels of study. Outstanding educators are brought in for addresses and a spirit of active interest in any new development in any phase of child welfare is fostered.

The P. E. M. Club. This is a social organization sponsored by the Department of Physical Education for Physical Education majors.

The Home Economics Club. This is an organization open to all who are interested in the broad field of Home Economics. Majors in this department are to take part in the programs so that a closer relationship with others may be attained.

The International Relations Club. This group is affiliated with the Carnegie Endowment for International Peace. It has for its purpose the creating of a spirit of world friendship among all people through the study and discussion of world problems. The club is fostered by the Division of Social Studies. The membership is confined to students of outstanding interest and attainment in the field.

The M Club. This is a social organization composed of the young men who have earned their varsity letters in intercollegiate competition.

Sororities and Fraternities. There are on the campus five sororities and one fraternity. Three of the sororities are National Education sororities and two are local.

In order of their establishment on the campus, they are Sigma Theta Kappa, Mu Omega, both local, and Sigma Sigma Sigma, Alpha Sigma Alpha, Delta Sigma Epsilon, Association of Educational Sororities.

Fraternities are represented by a chapter of Zeta Sigma.

Publications. The Student Printz is the college newspaper. The **Printz** is published bi-weekly by a staff of students under the direction of faculty advisers. It provides a medium through which the students may express themselves and serves as an agency for disseminating news among the students and alumni.

The Southerner. The college annual is a yearly publication. It is published by a student staff under the direction of a faculty adviser.

The Alumni News. This is a quarterly bulletin carrying items of interest to alumni and friends of the school.

Wimpy's. The college store is operated under the auspices of the Athletic Association. Located in the Student Social Center it is a gathering place for students. The profits from the store are used in carrying on the activities of the Christian Federation and to help the Athletic Association on the campus.

Social Religious Center. This center is located on the first floor of Science Hall. It contains the college store, women's lounge, men's lounge, a day room for town students and a reception hall. On the same floor is the Christian Federation room used for religious meetings. Also in the center are the rooms used by the various sororities.

The Veterans Lounge. Upstairs in the band hall an attractive room has been furnished as a place for the veterans to spend their leisure time. The veterans association meets here and from time to time social events sponsored by the veterans are held here.

Band. The band is made up of students and is maintained to play for the athletic events and other student activities. The band is under the directorship of an experienced musician and furnishes an opportunity for students desiring band work to become more proficient.

The Hattiesburg Choral Union. This is an Oratorio Chorus composed of students and citizens of Hattiesburg, which meet once a week for the purpose of studying the great master choral works. They present "The Messiah" at Christmas time.

The College Symphony Orchestra. The orchestra offers an opportunity for gaining practical experience in ensemble playing and in solo performances with orchestra accompaniment, as well as in the study of the higher orchestral forms. Membership in the organization is compulsory for all violin students as soon as they are far enough advanced to take part.

The Vesper Choir. This is a choral organization composed chiefly of students. For many years it has been the custom for the choir to tour the state during National Music Week, presenting programs of sacred and secular music. The choir sang in Philadelphia, Pa., and Indianapolis, Ind., before the National Federation of Music Clubs, and has sung before the Louisiana State Federation of Music Clubs.

Commercial Club. The purposes of the club are (1) to encourage and recognize scholarship in the field of commercial education among the college students, (2) to provide a medium through which social business problems may be discussed, and (3) to foster a social spirit among the members.

Students are encouraged to study the new developments of business and learn to appreciate the value of good business ethics.

STUDENT EMPLOYMENT

Students are employed for some stenographic service, janitor service, waiting on tables and work on campus, in post office, and library. Students are cautioned, however, against counting too much on this manner of defraying any great part of the college expenses. Applications for student employment should be made in advance to the President. The amount that may be earned in any one quarter is determined by the number of hours a student works.

SCHOLARSHIPS

There are a number of scholarships offered to students of Mississippi Southern College. Some of these scholarships are given by the college and others are awarded by organizations interested in encouraging promising students to continue their college education.

Students who are interested in securing a scholarship or a loan should write the President of the College.

MISSISSIPPI SOUTHERN COLLEGE ALUMNI ASSSOCIATION

The Alumni Association has been in existence since the fifth year of the college. During these years its chief function has been related to the placement service. Beginning with the session of 1945-46, this organization has experienced a re-birth. Recognizing the fact that a "working" alumni association is vital to the development of the college, the executive committee is organizing Alumni Groups in the various counties of the state.

Beginning with the 1945-46 session, the Executive Committee, in cooperation with the college administration, is publishing an **Alumni News** which is being mailed to all Alumni whose addresses are available. It is the desire of the committee to have all of the nearly three thousand graduates of the Mississippi Southern College become active members of the Alumni Association. For the time being, a fee of five dollars will entitle any graduate of the college to life membership in the Association.

The president of the Association is D. C. Leech '25, the vice-president is C. L. McQuagge '32, the secretary is Mrs. Fred Beeman '28, and the executive secretary is John M. King '28. The executive committee is composed of T. M. Milam '40, C. L. Milling '29, Mrs. Mildred Ellzey Stiers '29, and J. M. Bryant '39.

BEST CITIZEN AWARDS

At the beginning of each academic year the President shall appoint a secret committee of nine from the faculty whose duty it shall be near the end of the academic year to select two students who through superior character, leadership, and scholarship, have made the greatest contribution to the life of the college during the year. One man and one woman are selected. Upon recommendation of this committee the students so selected shall receive the BEST CITIZEN awards as a public recognition of services.

Since the institution of the Best Citizen Awards in 1936 the following students have received such recognition: 1936—Miss Mary Evelyn Blanks and Mr. Shelby Rogers; 1937—Miss Katie Ruth Field and Mr. Doris W. Rivers; 1938—Miss Lida Frances Gilliam and Mr. Thomas Carruth; 1939—Miss Virginia Cole and Mr. Buell Evans; 1940—Miss Ruth Martin and Mr. F. J. Dickey; 1941—Miss Hazeline Wood and Mr. Gerald Adams; 1942—Miss Dulcie Davidge and Mr. Leonard Lowrey; 1943—Miss Evelyn Hocutt and Mr. Moran Pope; 1944—Miss Wilda Mae Mason; 1945—Miss Doris Fredendoll.

LIVING ACCOMMODATIONS

All students are required to live in the college dormitories and take their meals in the dining hall. This regulation does not apply to students living with parents in or near Hattiesburg.

Dormitory assignments are made by the Financial Secretary

after room reservation fees have been received. Room assignments are made by the hostesses in charge of the dormitories.

The room reservation fee is $8.00 for each student. No room deposit can be refunded unless the reservation is cancelled ten days prior to the opening of the quarter for which the reservation is made. These fees may be sent directly to the Financial Secretary.

Rooms are equipped with the following furniture: two single beds, a dresser, a chest of drawers, two chairs, and a study table. Students must furnish all linens, bed covering, curtains for windows and for closet doors.

If the dormitories are filled living accommodations outside the dormitories must be selected from the list approved by the college authorities, and may not be changed except by the consent of the Dean of Women. No student is allowed to change his place of residence during the quarter except under unusual conditions. The approved lists may be obtained from the office of the Dean of Women.

Further information concerning housing regulations may be obtained from the office of the Dean of Women.

All students not living in their own homes, whether rooming in the dormitories or in private homes or rooming houses, are subject to the regulations, control, and supervision of the College. The College uses its efforts to safeguard such students but no responsibility can be assumed.

LIBRARY

The Joe Cook Memorial Library, erected in 1939 near the center of the campus, is planned for the purpose of furnishing the students and faculty of the college modern facilities for reading and research under pleasant conditions. Two main reading rooms with a seating capacity of one hundred and fifty are located on the first floor and house the reference collection of standard encyclopedias, dictionaries, indexes and bound periodicals. The periodical room is supplied with approximately 225 current magazines and a number of the best daily papers. Also on this floor are the book stacks, three floors high with a planned capacity of seventy-five thousand volumes. At present there are approximately 30,000 books cataloged by the Dewey Decimal classification. The library is a depository for government publications which are housed on the second floor. This floor also contains faculty study rooms and an informal reading room.

THE HATTIESBURG CONCERT ASSOCIATION

The Hattiesburg Concert Association arranges an annual series of concerts by celebrated artists which are held in the college auditorium. General tuition fees cover student admission to these events. The attractions offered in 1944-1945 and 1945-1946 were Patricia Travers, violinist; Sascha Gorodnitzki, pianist; Helen Howe, reader; Charles Kullman, tenor; Adolf Busch and his Little Symphony; Eugene Istomin, pianist; William Haines, tenor; and Paul Draper and Larry Adler.

PLACEMENT BUREAU

The Mississippi Southern College maintains an active program of teacher placement and attempts to keep in constant touch with the

demands and requirements of the schools of the state and with the qualifications of its graduates who are trained for the teaching profession. A secretary is employed full time in actively furthering the service of the Bureau. The College has many calls for rural, elementary, high school teachers, and teachers of special subjects. Those students who have made good records in their fields and in the training schools, are always in demand. The Placement Bureau endeavors to serve the graduates, and the schools of the state by selecting carefully those whom it recommends to various positions.

A carefully organized system of records pertaining to the student's work in both his academic and professional course is on file. Confidential information organized in the most approved form for the convenience of school officials is available on a short notice.

Student credentials supply the following data relative to each candidate; (1) teaching experience in the public schools; (2) the curriculum pursued; (3) number of college hours in major and minor fields; (4) academic record in college; (5) comments from critic teachers, instructors, and various superintendents under whom the student has taught, also character references.

Any person interested may secure further information from the Director of the Placement Service at The Mississippi Southern College.

THE LABORATORY SCHOOL

This Laboratory School, commonly known as Demonstration School is a fundamental part of the teacher-education program. It serves as an integrating center in which students from all divisions may do research in this particular field.

The first major purpose is to provide a modern school from the first through the twelfth grades. This program is designed to meet the needs of the children and the community which it serves.

The second major purpose of the school is to provide college students with an opportunity to do observation, student teaching, and some educational research. The school gives to the prospective teacher, in as natural, realistic a setting as possible, the privilege of actually beginning his teaching career under intelligent and sympathetic supervision.

The school is housed in a modern brick building and organized on the basis of six years of elementary education and six years of secondary education.

NURSERY SCHOOL

The College Nursery School has as its main purpose the guiding of students to understand the developments of children of preschool age through observation, participation, and practical study and experience in the different phases of the nursery school. The nursery school limits its enrollment to sixteen children between the ages of two and five years. The group has an equal number of boys and girls in the various age groups. The nursery school operates on a full day schedule (nine o'clock in the morning to three o'clock in the afternoon) for five days a week. As an educational unit, the nursery school's daily schedule of activities is planned so that the children will have opportunities to develop physically, mentally, socially, and emotionally.

The Nursery School, which was the first to be established in the state, is located on the first floor of the Home Economics Building.

The nursery school, having ample indoor space and a large outdoor play yard, meets high standards in both space and equipment. Registration of children for the nursery school must be made with the Head of the Division of Home Economics.

STUDENT TEACHING IN HOMEMAKING

Student Teaching for Home Economics majors may be done on or off the campus. Homemaking is taught at the Laboratory School on the campus to the eighth grade and in first and second year classes in the high school. These classes, when being taught by a supervising teacher, are observed by all student teachers. These classes are also used for on-campus student teaching.

Off-campus centers are chosen in which the homemaking program is recognized for the quality of work being done. The teacher in these centers must meet the requirements set up in the Mississippi State Plan for Vocational Home Economics. This teacher with the assistance of a supervising professor from the college helps the student with her teaching problems. The student lives in the community during her six weeks teaching period.

To help the students in the off-campus centers adjust to the teaching situation, an opportunity first is given to observe the critic teacher in charge of the class; then she assists with the class; and finally takes full responsibility. She eventually teaches all the classes of the Homemaking teacher. However, before she leaves, she again observes the critic teacher.

To give students a better understanding of the homemaking teachers part in the whole school program, such opportunities as the following are provided: observing and teaching home and family living problems in the elementary grades of the Mississippi Southern College Laboratory school, sponsoring F. H. A. Clubs, assisting in helping the high school girl plan and carry out experiences in her home, assisting in the school lunch program, attending faculty meetings, attending P. T. A. meetings, assisting with chapel or home room programs and helping make the Program of Work for the year.

THE HOME MANAGEMENT HOUSE

The Home Management House is a residence on the campus in which every Home Economics senior lives for one quarter. Here the girls are able to apply the principles that have been taught the preceding years.

Nourishing meals are planned, prepared and served by the girls, to the six students and one faculty member residing there. Meals are planned at different income levels so as to better prepare students for living within their income. Careful attention is given to marketing problems. Efficient methods of working, and proper care of food and utensils are emphasized. A Home Management House garden helps to provide fresh vegetables.

Desirable methods of caring for the house and its equipment are included. Each group makes its own budget for the quarter and keeps an expense account, balancing records at end of each hostess period and again at the end of the quarter. Opportunities are given in selection of house furnishings as well as in arranging and keeping the house attractive. The care and responsibility of a baby is included. Special plans are made and carried out for the recreation of the Home Management House family group as well as planned entertainments for friends. Emphasis is placed on desirable family relationshhips as

living and working together harmoniously is a most important part of home management house life.

Students feel that this experience is one of the most valuable in their whole curriculum. The Home Management course gives them a real understanding of some of the problems of the homemaker in her own home.

EXTENSION OFFERINGS

The offerings of the Division of Extension are of two general types as follows:

A. Extension work by class instruction in which the teacher meets the classes at some study center provided by the class.

B. Extension work by correspondence in which the student works out written assignments which are sent by mail to the instructor and graded by him and returned to the student.

The work of the Extension Department is organized to conform to the regulations of the Southern Association of Colleges and Secondary Schools and the regulations of the National Extension Association of Teachers Colleges.

EXTENSION CLASS STUDY

1. Mississippi Southern College is anxious to serve the teachers of Mississippi through the extension classes. Arrangements have been made to offer by extension any course included in the regular college schedule on condition that satisfactory library and laboratory facilities are available. In the Departments of Health, English, Education, Psychology, History and Social Science, it is possible to offer a number of courses without special library arrangements other than those available through the College. Those interested in arranging for extension classes in centers convenient for them should write the Director of Extension.

2. Any person qualified to profit by an extension course may be admitted to the classes for non-credit study. However, those who expect college credit for a course must meet regular admission requirements. Students will not be permitted to do extension work during regular attendance at any college.

3. Extension classes spend the same number of hours in recitation as are required for the same course taken in residence. No extension class may meet for more than sixteen hours in one week, or four hours in one day. No extension course may continue after the opening of the second term of the spring quarter.

CORRESPONDENCE STUDY

General Regulations

1. The matriculation fee for a correspondence course is $2.50 per quarter hour. Thus, the fee for a four-hour course is ten dollars and for a two-hour course five dollars.

2. **Fees are not returnable after lesson assignments have gone out of the correspondence office.**

3. If credit is desired, the student must meet the usual college entrance requirements and the course prerequisites. Only those courses numbered below one hundred are open to students of freshman or sophomore rank.

4. No more than forty-eight hours earned in extension may be

counted toward a degree from Mississippi Southern College.

5. Students seeking enrollment for correspondence study courses are required to fill out an application blank for each course desired.

6. Text books are ordered by the student from the publisher whose names and addresses are listed on the first assignment sheet.

7. The maximum time for the completion of a four-hour course (twenty-four lessons) is one year from the date of acceptance of the application. For reasons considered adequate by the Extension Division this time may be extended one year upon the payment of a fee of $3.00. Applications for extension of time should be accompanied by the fee for such extension. No such application can be considered unless received within sixty days of the date of expiration of the course.

8. The minimum time for the completion of a course is four weeks from the date of beginning work, provided assignments are sent in two or three at a time at regular intervals proportionately spaced over the minimum time.

9. No work may be done by correspondence while a student is in attendance at any institution of learning, unless he has written permission of the dean of his college. It must be understood that if correspondence is allowed while in residence, it becomes a part of the student's load for the quarter, and this work must be completed within that quarter. Examination on a course must be taken during the time of the regular examinations for the quarter.

10. A student should not enroll for more than one course at a time.

11. As the lessons are completed, the student mails or brings them to the Extension Division for correction by the instructor.

12. No credit will be allowed on a course which is completed in less than the minimum time of four weeks, exclusive of the time the student may be engaged in residence work at any institution.

13. Credit will not be allowed when there is evidence that unfair assistance has been obtained either on the lessons or the final examination.

14. The Correspondence Department is not responsible for lessons lost in the mail due to insufficient postage, or otherwise.

15. Teachers in service will not be allowed to complete more than eight quarter hours per quarter. Correspondence work and Extension cannot be taken at the same time.

COURSES OFFERED BY CORRESPONDENCE

Commerce

115 Business Law, Harlan
120 Business Law, Harlan
130 Salesmanship and Advertising, Harlan

Education

101 Arithmetic in the Elementary Grades, Jones
107 Teaching of Reading and English in Primary Grades, Jones
109 Teaching of Reading and English in the Upper Elementary Grades, Jones
113 Principles of High School Teaching, Pickens

English

†**26 English Composition, Hickman
†**27 English Composition, Stout
† 76 English Literature, Stout

† 80 American Literature, Hickman
† 124 Shakespeare, Hickman
125 The Romantic Poets, Stout

Fine Arts
140 Art Appreciation, D'Olive

Geography
† 118 Commercial and Economic Geography of South America, Mexico, and the Caribbean Countries, Bolton
† 110 Geography of United States and Canada, Bolton
† 135 The Principles of Human Geography, Bolton
† 138 Commercial and Economic Geography of Europe, Bolton
† 145 Advanced Economic and Commercial Geography, Bolton

Health
27 School and County Hygiene, Schwartz
79 The Hygiene of the School Child, Schwartz
115 Means and Methods of Teaching Health, Schwartz
† 125 Personal Hygiene, Advanced, Schwartz

History
† 27 World History, 1450-1815, Jackson
† 28 World History since 1815, Jackson
† 61 American History to 1789, Jackson
† 62 American History, 1789-1865, Jackson
† 63 American History since 1865, Jackson
129 Recent American Foreign Relations, McLemore
† 140 Civil War, McLemore
† 142 Recent American History, McLemore
† 185 History of the Old South, McLemore

Mathematics
† 31 College Algebra, Johnson
† 32 College Algebra,, Johnson
† 35 Plane Trigonometry, Johnson
† 75 Analytic Geometry, Johnson
† 76 Analytic Geometry (this is a continuation of 75), Johnson
131 The Teaching of High School Mathematics, Johnson
138 The History of Mathematics, Johnson

Physical Education
† 56 Theory and Principles of Physical Education, Sierakowski
181 Corrective and Remedial Measures, Sierakowski

Psychology
† 65 Elementary Psychology, Freeny
116 Child Psychology, Freeny
119 Educational Psychology for High School Teachers, Freeny

Social Science
† 25 American Government, Jackson
† 55 Principles of Economics, Wilber
† 75 Rural Sociology, Gonzales
*†106 American Political Parties, Jackson
† 130 State and Local Government, Jackson
† 175 Advanced Principles of Sociology, Gonzales

NOTE: Courses with one asterick (*) are two-hour courses; those with two asterisks (**) are three-hour courses. Others are four-hour courses.

NOTE: Courses with dagger (†) are those offered to men in service, and approved by United States War Department.

EXPENSES

Dormitory Students

Incidental Fees	$ 40.00	per quarter
Room	18.00	per quarter
Board	54.00	per quarter
Laundry	6.00	per quarter
Total expenses per quarter	$118.00	
Payable each quarter on entrance	$ 79.00	
Balance payable at beginning of second half of quarter	39.00	
	$118.00	

Day Students

Incidental Fees ..... $ 40.00 per quarter

Veterans

Incidental fees paid by use of G. I. Bill of Rights
Books, Supplies and Laboratory fees paid by use of G. I.Bill of Rights.
Room, Board and Laundry:
Payable each quarter on entrance ..... $ 39.00
Balance payable at beginning of second half quarter ..... $ 39.00

Laboratory & Course Fees Per Quarter

Biology—37, 38, 39, 122, 123, 124, 129, 136, 139, 140, 142, 143, 144, 147, 167	$ 2.50
Commerce—25, 26, 28, 32, 33, 34, 35, 36, 37, 50, 52, 55, 65, 115, 120, 116, 117, 125, 130, 135, 140, 145, 150, 160, 170, 184, 186, 187, 188	2.00
Chemistry—25, 26, 27, 75, 76, 77, 92, 130, 131, 132, 136	2.50
High School Courses: With special instruction	30.00
Regular classes	15.00
Industrial Arts	30.00
Music:	
Piano—Mr. Marsh — 2 private lessons per week	36.00
Mrs. Baylis — 2 private lessons per week	30.00
1 private lesson per week	15.00
Miss Gardner, Miss Mitchell — 2 private lessons per week	24.00
1 private lesson per week	12.00
Voice—Miss Delano — 2 private lessons per week	30.00
1 private lesson per week	15.00
Miss Mead — 2 private lessons per week	24.00
1 private lesson per week	12.00
Organ — 2 private lessons per week	30.00
1 private lesson per week	15.00

Violin or Viola—		
Miss McDonald	2 private lessons per week	24.00
	1 private lesson per week	12.00
Violoncello—Miss Leek	2 private lessons per week	24.00
	1 private lesson per week	12.00
Woodwinds & Brasses—		
Miss Bolinger	2 private lessons per week	12.00
	1 private lesson per week	12.00
Theoretical Subjects—		
Miss Gardner		
Miss Leek		
Miss McDonald		
Miss Mead		
	2 private lessons per week	24.00
	1 private lesson per week	12.00
Theoretical courses per quarter hour		2.50
School Music Methods courses per quarter hour		2.50
Piano, Violin and Vocal Method courses per quarter hour		3.00
Appreciation of Music—History of Music—Music fundamentals 95-96		1.50
Piano rental for one hour daily per quarter		3 .00
Each additional hour per quarter		1.00
Organ rental for one hour daily per quarter		12.00
Physics—80, 81, 82, 137		2.50
Home Economics—26, 50, 104, 105, 125, 135, 150, 180, 200		1.50
Home Economics Education—185, 186		1.50
Home Economics—37, 85, 115, 138, 142, 197		3.00
Annual Subcription—The Southerner		5.00
Small Business Course		35.00
Out of State Fee		60.00
Late Registration fee		2.00
Each transcript of credits after the first		1.00
Graduation fee		6.00
Special Examination Fee		1.00
Change of Schedule		1.00

Business Regulations

Announcement concerning expenses, fees, and furnishings are subject to change without notice and may not be regarded as binding obligations of the college. In time of changing conditions, it is especially necessary to have this definitely understood.

Should a student withdraw three days after date of registration all fees will be refunded.

Should a student withdaw for any reason prior to mid-term of any quarter fifty (50%) per cent of Incidental Fee will be refunded and pro rata percentage of board and laundry fees will be refunded.

Should a student withdraw after mid-term of any quarter under no circumstances will any part of Incidental Fee be refunded, but a pro rata percentage of board and laundry fees will be refunded.

Special or Laboratory Fees will not be refunded under any circumstances after a student has been in attendance for three days.

All students, faculty, officers and employees rooming in dormitories are required to take their meals in the college dining hall. Others who take part of their meals in the dining hall are charged per meal.

No deduction in living expenses is made for an absence of less than two continuous weeks, and then only when the absence is necessary and is reported to the Secretary's office five days in advance. No reduction of board is made on account of late entrance.

No lesson in music is given until fee is paid and receipt presented to instructor.

Under no condition is music tuition refunded. In case of protracted illness, the balance is allowed upon a subsequent term.

Music lessons lost by absence or tardiness of pupil will not be made up unless due notice is given the instructor.

While no deposit is required for loss and damage, any amount charged to a student must be paid before examinations are permitted.

ACADEMIC ORGANIZATION

ORGANIZATION OF INSTRUCTION

Mississippi Southern College is a four-year college. Instruction is organized around a core-curriculum with ample time for specialization by the student in his special field of interest. The freshman and sophomore years are given over largely to the completion of the core requirements, the junior and senior years to the professional and major requirements.

The core-curricula are designed to continue the general cultural studies begun in high school and lay a foundation for more specialized work which is to follow. The primary purpose of these curricula are: (1) basic education, insuring contact with the social, cultural, biological, and physical background of civilization and with the discipline and tools necessary for advanced work; (2) orientation, providing the students with the exploratory contacts that will enable the institution to assist them to make wise selection of specialization for their later work. Courses in education and psychology offered at the junior college level are mainly such as should be of value to any citizen in understanding educational problems and the place of education in contemporary life.

The last two years are devoted mainly to professional courses or to intensive subject matter courses. The program of study is so planned as to provide the student with adequate specialized training in a chosen field of endeavor.

The instructional program is organized into ten divisions. These divisions are (1) Biological Sciences, (2) Commerce, (3) Education and Psychology, (4) Fine Arts, (5) Home Economics, (6) Industrial Arts, (7) Language and Literature, (8) Health and Physical Education, (9) Physical Sciences and Mathematics, (10) Social Studies.

ADMISSION

Students are admitted to the College by (1) certificate from an accredited high school, (2) transfer from other colleges or universities,

or (3) examination. New students are required to take a psychological examination and an achievement test. They are also expected to have a physical examination during their first quarter of residence.

By Certificate—Students are admitted to the college upon the presentation of an acceptable certificate showing fifteen units of high school work from an accredited high school. These certificates must be sent by mail in advance, direct from the principal of the school attended.

By Examination—Students above high school age who have not had fifteen required units may secure admission by examination.

Veterans—Veterans whose high school careers were interrupted by service in the armed forces will normally receive a minimum of two units credit for their military service. If the additional units do not bring their total to fifteen and they have at least four units of high school credit, they may take an examination which has been specially prepared for them. Upon its successful completion cooperating high schools will award the diploma. The veteran may then be accepted as a regular college student. These examinations are given near enough the beginning of each quarter so that successful applicants can enroll during that quarter.

Advanced Standing—Students from colleges or universities of recognized standing are admitted to Mississippi Southern College on the basis of an official transcript of credits mailed directly to the Office of the Registrar from the institution previously attended. In cases of students transferred from recognized junior colleges, all credits earned in junior college remain a part of the students' records. However, specific course requirements for graduation at Mississippi Southern College must be met. Ninety-six of the one hundred ninety-two hours offered to satisfy requirements for any degree must be earned in a senior college after admission to the junior class.

Credit for Military Experience—For basic training veterans may receive six quarter hours of credit in Physical Education and Hygiene. Credit for specialized training received in service schools, through the Armed Forces Institute, ASTP, or Army University Center courses will be given according to the recommendations of the American Council on Education.

Placement Examinations—All new students are required to take a psychological examination and an achievement test at the beginning of their first quarter of residence. These tests aid advisers in planning the student's course of study and provide a basis for exempting students from courses where they have attained a sufficient mastery. The dates for the examinations are announced far enough in advance to enable all new students to make arrangements to take them.

Physical Examinations—Each student during his first quarter of residence must take a physical examination under the direction of the College Physician. Physical education courses may be assigned in accordance with the results of this examination. The College Physician requires all new students either to be vaccinated on entrance or to submit proof of recent successful vaccination. The College reserves the right to require a physical examination of any student at any time. No student's registration is complete without a physical examination.

DEGREES, CERTIFICATES AND PRE-PROFESSIONAL CURRICULA

The Mississippi Southern College grants the Bachelor of Science degree, the Bachelor of Arts degree, and the Bachelor of Music degree. Candidates for the Bachelor of Science degree may elect to qualify for the degree in the professional field or they may choose the non-professional degree.

In addition to these degrees, the College offers curricula in many pre-professional fields, a two-year course in Secretarial Science, and a twelve-month course in the Organization and Management of Small Business. The requirements for these degrees and certificates are presented on the following pages.

Bachelor of Science Degree

(Professional)

The following curricula are designed to meet all the requirements to teach in the elementary grades and the high school subjects of the public schools of Mississippi. These curricula not only meet all the requirements of the State Department of Education, but also entitle anyone completing them to a Class A professional life license, valid in any of the public schools of Mississippi. Requirements for less than Class A license may be found in State Department regulations.

The Freshman and Sophomore years of college should be devoted largely to the completion of the academic core requirements. On the completion of two years of college work students will be given general achievement and interest tests. On the basis of these tests and their previous records, students will be advised as to the fields of teaching for which they are best suited.

Students should select their field of teaching not later than the beginning of their Junior year, and the last two years should be centered on meeting the professional and academic major requirements.

Elementary Curriculum

Core Requirements for teachers in the Elementary field:

	Hours
English Composition and Grammar	10
English (Sophomore Literature) and Speech 52	12
Science 24, 147	8
Social Studies (Geography 33, 110, History 29, Sociology 63, Government 25)	20
Art 25, 26, elective	10
Health 27 and 79	8
Music 96	4
Library Science 29	1
Home Economics 146	4
Mathematics 21	4
Physical Education (Activities)	6
Physical Education 153	4
Total	91

Professional Requirements for teachers in the Elementary field:

Education 20 (Introduction to Education)	4	
Psychology 65 (Introduction to Psychology)	4	
Education 66 (The Modern Elementary School)	4	
Education 144 (Mental Hygiene)	4	
Psychology 116 (Child Psychology)	4	
Education 108 (Diagnostic and Remedial Procedure in Reading)	4	
Education 109 (Methods and Materials of Instruction)	4	
Education 169 (Tests and Measurements)	4	
Education 182 or 183 (Student Teaching—including observation and participation)	10	
Education 117 (Methods and Materials in Children's Literature)	4	
Total		46
Total Core Requirements		137
One Major of thirty-six hours (from any of the major divisions)	36	
One Minor of sixteen hours	16	
Free electives to complete total	3	
Total		55
TOTAL		192

Minimum State Department Requirements for High School Teachers

Subject	Qt. Hours
English	45
Social Studies	36
Mathematics	27
Science	54
Biological Science	36
Physical Science	36
Foreign Language (Based on two entrance units)	27
Foreign Language (Based on no entrance units)	36
Home Economics	45
Commerce	45
Public School Music	54
Physical Education	30
Bible	18

In the larger schools instructors usually teach in only one field, but if you expect to teach in a small school, it will be advisable to meet State requirements in two fields.

High School Curriculum

Core Requirements for teachers in the High School field:

	Hours
English 25, 26, 27	9
English 28	1
English 75, 76, and 4 hours in speech	12
Library Science 29	1
Social Studies (including History 29)	18

Science 22, 23, 24	12	
Mathematics 21 or 31	4	
Elective in Science or Mathematics	4	
Psychology 65	4	
Health	6	
Physical Education (activity courses)	6	
Physical Education 151 or 158 or Physical Education activities	4	
Total		81

Professional Requirements for teachers in the High School fields:		
Education 20	4	
Psychology 119 (Educational Psychology for High School)	4	
Education 113 (Principles of High School Teaching)	4	
Education 128 (Historical Foundations of American Education)	4	
Education 162 (Curriculum of Secondary Schools)	2	
Education 169 (Tests and Measurements)	4	
Methods in Major Field	4	
Education 185, 186 (Student Teaching)	10	
Total		36

English	**Hours**	
A. Core Curriculum		81
B. Professional Requirements		36
C. Major Field		
English Composition 25, 26, 27, 28	10	
Public Speaking 52	4	
English & American Literature 75, 76, 80	12	
Tutorial (Pre-Renaissance) 131, 132, 133	12	
Tutorial (Post-Renaissance) 132, 135, 136	12	50
D. Electives		25
Total		192

Social Studies

The State Department of Education recommends a minimum content training in social studies of forty-five quarter hours. These may be distributed in a number of ways. The student must have at least thirty-six quarter hours in one of the social studies fields. It is strongly recommended that the electives be chosen from the social studies field. For a person who chooses a history major the following courses are recommended:

A. Core Curriculum		81
B. Professional Requirements		36
C. Major Field		
History 27, 28, 29	12	
History 61, 62, 63	12	
History 142, 175, 185	12	
Economics 55	4	
Geography 160	4	
Political Science 25	4	48
D. Electives		27
Total		192

Mathematics

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	College Algebra 31 and 32	8	
	Plane Trigonometry 35	4	
	Analytic Geometry 76, 75	8	
	Differential Calculus 175	4	
	Integral Calculus 176	4	
	College Geometry 178	4	
	Theory of Equations 180	4	36
D.	Electives		39
	Total		192

Science

Chemistry

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Inorganic Chemistry 25, 26, 27	12	
	Analytical Chemistry 75, 76, 77	12	
	Organic Chemistry 130, 131, 132	12	36
D.	Electives		39
	Total		192

General Science

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Fifty-four hours from the following:		
	Biology 37, 38, 39, 139		
	Chemistry 25, 26, 27, 130, 131, 132 or 75, 76, 77		
	Physics 80, 81, 82		
	Botany 122, 123, 124 or		
	Zoology 142, 143, 144, 167		54
D.	Electives		21
	Total		192

Biology

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Biology 37, 38, 39	12	
	Zoology 142, 143, 144 or 122, 123, 124	12	
	Science 140		
	Health 129 or 136, 167	12	36
D.	Electives		39
	Total		192

Foreign Language

Spanish

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Spanish 31, 32, 33, 81, 82, 83, 148, 149, 150		36
D.	Electives		39
	Total		192

French

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	French 25, 26, 27, 75, 76, 77, 145, 146, 147		36
D.	Electives		39
	Total		192

Home Economics

See detailed outline, Page 88 ff.

Commerce

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Shorthand 25, 26, 32	12	
	Typewriting 35, 36	8	
	Office Machine Operation 150	4	
	Business Law 115	4	
	Advertising, Salesmanship and Marketing	4	
	Business Arithmetic 28	4	
	Accounting 33, 34, 65	12	48
D.	Electives		27
	Total		192

Music

See detailed outline, Page 64 ff.

Health Education for Women

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Hygiene of the School Child 79	4	
	Community Hygiene 27	4	
	Hygiene of the Home 130	2	
	Control of Cummunicable Diseases in Public Schools 112	2	
	Community Health Problems 130	4	
	Physiology 129	4	
	Anatomy 136, 166	8	
	First Aid 133	2	
	Elective	4	
	Home Nursing 134	2	36
D.	Electives		39
	Total		192

Physical Education for Women

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	History of Physical Education 36	2	
	Introduction and Principles of Physical Education 70	4	
	Techniques of Teaching Major Sports 110	4	
	Techniques of Teaching Tumbling and Calisthenics 120	2	
	Techniques of Teaching Swimming 142	2	
	Life Saving & Water Safety 144	2	
	Officiating Major and Minor Sports 155	4	
	Club & Community Leadership 146	4	
	Kinesiology 182	4	
	Preventive & Corrective Physical Education 181	4	
	Electives	4	36
D.	Electives		39
	Total		192

Health and Physical Education for Men

A.	Core Curriculum		81
B.	Professional Requirements		36
C.	Major Field		
	Health 136, 166	8	
	Community Recreation 140	2	
	Preventive and Corrective Physical Education 181	4	
	Health 167	4	
	Health 125	4	
	Elective	4	
	Physical Education 100 a, b, c	6	36
D.	Electives		39
	Total		192

Elementary Supervisors

A.	Core Curriculum		91
B.	Professional Requirements		
	Education 20 (Introduction to Education	4	
	Psychology 65 (Introduction to Psychology)	4	
	Education 66 (The Modern Elementary School)	4	
	Education 137 (Mental Hygiene)	4	
	Psychology 116 (Child Psychology)	4	
	Education 108 (Diagnostic and Remedial Procedure in Reading)	4	
	Education 143 (Methods and Materials in the Elementary Grades)	4	
	Education 169 (Tests and Measurements)	4	
	Education 182 or 183 (Student Teaching—including observation and participation)	10	
	Education 117 (Methods and Materials in Children's Literature)	4	
	Education 175 (Supervision of the Elementary Grades)	4	

	Education 194 (Elementary School Principles)	4	
	Education 195 (Public School Finance)	4	58
C.	Major Field		36
D.	Electives		7
	Total		192

Superintendents and Principals

A.	Core Curriculum		91
B.	Professional Requirements		
	Psychology, 119, 139, 116	12	
	Education 113 (Principles of Teaching in the High School)	4	
	Education 192 (Administration of Public Schools)	4	
	Education 195 (Public School Finance)	4	
	Education 175 (Supervision in the Elementary Grades)	4	
	Education 162 (Curriculum)	2	
	Education 169 (Tests and Measurements)	4	
	Education 128 (Historical Foundations of American Education)	4	
	Education 185, 186 (Student Teaching—including observation and participation)	10	48
C.	Major Field		36
D.	Electives		27
	Total		192

Suggested Program of Study for the

BACHELOR OF SCIENCE DEGREE

With Professional Training For Teaching In The High School Field

FRESHMAN YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 25	3	English 26	3	English 27	3
Eng. 28 or L. Sci. 29	1	L. Sci. 29	1	Social Studies	4
Social Studies	4	Social Studies	4	Science	4
Science	4	Science	4	Mathematics or Health	4
Education 20	4	Mathematics or Health	4	Phys. Educ.	1
Phys. Educ.	1	Phys. Educ.	1		
	17		17		16

SOPHOMORE YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 75	4	English 76	4	English (speech)	4
Psych. 65, Health 79 or Science	4	Psych, 65, Health 79 or Soc. Studies	4	Psych. 65, Health 79 or Soc. Studies	4
Major	4	Major	4	Major	4
Elective	4	Elective	4	Education 128	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

JUNIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	4	Major	4
Minor	4	Minor	4	Minor	4
Prof. Subject	4	Prof. Subject	4	Prof. Subject	4
Elective	4	Elective	4	Elective	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

SENIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	4	Major	4
Minor	4	Minor	4	Minor	4
Prof. Subject	4	Prof. Subject	5	Prof. Subject	5
Elective	4	Elective	4	Elective	4
Phys. Educ.	1				
	17		17		17

BACHELOR OF SCIENCE DEGREE

(Non-Professional Degree)

Students may earn the Bachelor of Science degree by completing the academic core requirements listed below. They must also have a major of not less than thirty-six hours and a minor of not less than twenty-eight hours. Courses listed in the core requirements may be counted toward the major or minor.

Majors for this degree may be chosen from Chemistry, Biology, Physical Education, History, Mathematics, Sociology, Political Science, Economics, Commerce, and Home Economics.

Minors may be chosen from the above fields. The choice will be made with the advice of the major professor.

CORE CURRICULUM

	Hours
English 25, 26, 27	9
English 28	1
English 75, 76, and 4 hours in Speech	12
Library Science 29	1
Social Studies (including History 29)	18
Science 22, 23, 24	12
Mathematics 21 or 31	4
Elective in Science or Mathematics	4
Psychology 65	4
Health	6
Physical Education (activity courses)	6
Physical Education 151 or 158 or activity courses	4
Total	81

Science 22, 23, or 24, Mathematics 21 and courses in typewriting and shorthand may not be used in meeting the major and minor requirements for this degree.

Suggested Program of Study for the

BACHELOR OF SCIENCE DEGREE

with non-professional training

FRESHMAN YEAR

Fall Quarter		Winter Quarter		Spring Quarter	
Course	Hrs.	Course	Hrs.	Course	Hrs.
English 25	3	English 26	3	English 27	3
Eng. 28 or L. Sci. 29	1	L. Sci. 29	1	Social Studies	4
Social Studies	4	Social Studies	4	Science	4
Science	4	Science	4	Mathematics, Health, or Elective	4
Mathematics, Health, or Elective	4	Mathematics, Health, or Elective	4	Phys. Educ.	1
Phys. Educ.	1	Phys. Educ.	1		
	17		17		16

SOPHOMORE YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 75	4	English 76	4	English (speech)	4
Psych 65, Health 79, or Science	4	Psych. 65, Health 79, or Soc. Studies	4	Psych. 65, Science, or Soc. Studies	4
Major	4	Major	4	Major	4
Elective	4	Elective	4	Elective	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

JUNIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	8	Major	8
Minor	8	Minor	4	Minor	4
Elective	4	Elective	4	Elective	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

SENIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	4	Major	4
Minor	8	Minor	4	Minor	4
Elective	4	Elective	8	Elective	8
Phys. Educ.	1				
	17		16		16

BACHELOR OF ARTS DEGREE

Students may earn the Bachelor of Arts degree by completing the academic core requirements listed below. They must also have a major of not less than thirty-six hours and a minor of not less than twenty-eight hours. Courses listed in the core requirements may be counted toward the major or minor.

Majors for this field may be chosen from English, a foreign language, a natural science, history, economics, sociology, music, health, or mathematics.

Minors may be chosen from the above fields. The choice will be made with the advice of the major professor.

CORE REQUIREMENTS

	Hours
English Composition and Literature	20
A Foreign Language	24
History—Social Science	20
Psychology	4
Health	4
Science	12
Phys. Education (activity courses)	6
Phys. Education 151 or 158 or activity courses	4

Suggested Program of Study for the

BACHELOR OF ARTS DEGREE

FRESHMAN YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 25	3	English 26	3	English 27	3
Eng. 28 or L. Sci. 29	1	Eng. 28 or L. Sci. 29	1	Social Studies	4
Social Studies	4	Social Studies	4	Science	4
Science	4	Science	4	For. Language	4
For. Language	4	For. Language	4	Phys. Educ.	1
Phys. Educ.	1	Phys. Educ.	1		
	17		17		16

SOPHOMORE YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 75	4	English 76	4	English (speech)	4
Psych. 65 or Health 79	4	Psych. 65 or Health 79	4	Major	4
Social Studies	4	Social Studies	4	For. Language	4
For. Language	4	For. Language	4	Elective	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

JUNIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	8	Major	8
Minor	4	Minor	4	Elective	4
Elective	8	Elective	4	Minor	4
Phys. Educ.	1	Phys. Educ.	1	Phys. Educ.	1
	17		17		17

SENIOR YEAR

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Major	4	Major	4	Major	4
Minor	8	Minor	4	Minor	4
Elective	4	Elective	8	Elective	8
Phys. Educ.	1				
	17		16		16

BACHELOR OF MUSIC DEGREE

The requirements for the Bachelor of Music Degree are listed in the Division of Fine Arts, Page 64 ff.

CERTIFICATES TO TEACH

The State Department of Education grants a number of different grades of certificates. The type of certificates and the requirements are listed below:

Class A Professional License—Bachelor of Science and Bachelor of Music degrees from Mississippi Southern College are under the laws of Mississippi valid as life professional licenses to teach in any of the schools of the state. The same law grants a five-year elementary license upon the completion of a two-year certificate curriculum. (H.B. 396, Sec. 1, Chapter 201, Act of 1922.)

Students who take the Bachelor of Arts degree may receive a Class A life license to teach if they have included in their program twenty-eight hours of education, psychology, and methods courses to meet state requirements. Practice teaching is necessary for a life license. Students receiving the Bachelor of Arts degree may secure licenses in some class below Class A if their education credits qualify them for such a license, but not for a Class A license.

Class B Professional Secondary Licence—Good for three years, based on one hundred thirty-five quarter hours of college work, including eighteen quarter hours professional training with emphasis on secondary education, renewable on eight quarter hours work, six times. (Fee $1.00, payable to State Department of Education.)

Class B Professional Elementary License—Good for three years, based on one hundred thirty-five quarter hours of college work, including eighteen quarter hours professional training with emphasis on elementary education, renewable on eight quarter hours work, six times. (Fee $1.00, payable to State Department of Education.)

Class C Professional Secondary License—Good for two years, based on ninety quarter hours of college work, including thirteen and one-half quarter hours professional training with emphasis on secondary education, renewable on eight quarter hours work, six times. (Fee $1.00, payable to State Department of Education.)

Class C Professional Elementary License—Good for two years, based on ninety quarter hours of college work, including thirteen and one-half quarter hours professional training with emphasis on elementary education, renewable on eight quarter hours work, six times. (Fee $1.00, payable to State Department of Education.)

Class D Professional Elementary License—Good for one year, based on forty-five quarter hours of work, including nine quarter hours professional training with emphasis on elementary education, renewable on eight quarter hours work, six times. (Fee $1.00, payable to State Department of Education.)

Class E Provisional Elementary License—Good for one year, based on graduation from an approved high school and eighteen quarter hours of professional college work, renewable four times on eight quarter hours work one-fourth of which must be professional. (Fee $1.00, payable to State Department of Education.)

Class F Provisional Elementary License—Good for one year, based on graduation from an approved high school and nine quarter hours of professional college work, renewable four times on eight quarter

hours work one-fourth of which must be professional. (Fee $1.00, payable to State Department of Education.)

Renewal of License—Any license, including Mississippi Southern College certificates, may be renewed by taking the regular student load during a school term of six weeks under the laws of the State of Mississippi and the regulation of the State Board of Examiners. (Fee $1.00, payable to State Department of Education.)

PRE-PROFESSIONAL CURRICULA

Pre-Medical

Freshman year—

English 25-26-27-28	9 or 10 hours
Science 25-26-27	12 hours
Mathematics 32-35	8 hours
Science 37-38-39	12 hours
Electives	7 hours

Sophomore year—

Science 80-81-82	12 hours
German or French	12 hours
Electives	24 hours

Junior year—

Science 131-132-133	12 hours
German or French	12 hours
Electives	24 hours

Pre-Dental

Freshman year—

English 25-26-27-28	9 or 10 hours
Science 25-26-27	12 hours
Science 37-38-39	12 hours
Mathematics 32-35	8 hours
Electives	7 hours

Sophomore year—

Science 80-81-82	12 hours
German or French	12 hours
Electives	24 hours

Junior year—

Science 131-132-133	12 hours
German or French	12 hours
Electives	24 hours

Hospital Technician

Freshman year—

English 25-26-27-28	9 or 10 hours
Science 25-26-27	12 hours
Science 37-38-39	12 hours
Electives	15 hours

Sophomore year—

Chemistry 75-76-77	12 hours
Physics 80-81-82	12 hours
Electives	24 hours

Junior year—

Chemistry 130-131-132	12 hours
Bacteriology 139	4 hours
Zoology 142 or Botany 122	4 hours
Electives	28 hours

Pre-Legal

Freshman year—

English 25-26-27-28	9 or 10 hours
French 25-26-27	12 hours
History 27-28	8 hours
Social Science 25-33	8 hours
Mathematics 32-35	8 hours
Electives	3 hours

Sophomore year—

English 75-76-80	12 hours
French 75-76-77	12 hours
History 61-62-63	12 hours
Economics 55	4 hours
Sociology 63 or Psychology 65	4 hours
History 174	4 hours

Pre-Engineering

Freshman year—

English 25-26-27-28	9 or 10 hours
Mathematics 32-35	8 hours
Science 25-26-27	12 hours
Social Science 25-55	8 hours
Electives	3 hours

Sophomore year—

Mathematics 75-76	8 hours
English 75-76	8 hours
Physics 80-81-82	12 hours
Mathematics 175-176	8 hours
Electives	12 hours

Pre-Pharmacy

The first year of the four year pharmacy course can be obtained as follows:

English 25-26-27-28	9 or 10 hours
Science 25-26-27	12 hours
Science 37-38-39	12 hours
Electives	15 hours

Pre-Interior Decoration

Freshman year—

English 25-26-27-28	9 or 10 hours
History 27-28-29	12 hours
Science 22-23-24	12 hours
Art 25-75-77	12 hours
Library Science 29	1 hour

Sophomore year—

English 75-76	12 hours
Psychology 65	4 hours
Health 27 or 79	4 hours
Art 140	4 hours
Art 75b	4 hours
Home Economics 104-105	8 hours

Pre-Costume Design

Freshman year—

English 25-26-27-28	9 or 10 hours
History 27-28-29	12 hours
Science 22-23-24	12 hours
Art 25-75-77	12 hours
Library Science 29	1 hour
Home Economics 26	4 hours

Sophomore year—

English 75-76	12 hours
Psychology 65	4 hours
Health 27 or 79	4 hours
Figure Drawing	2 hours
Art 89	4 hours
Home Economics 50-104-125-150	16 hours

Pre-Commercial Art

Freshman year—

English 25-26-27-28	9 or 10 hours
History 27-28-29	12 hours
Science 22-23-24	12 hours
Library Science 29	1 hour
Art 25-75a-77	12 hours

Sophomore year—

English 75-76	12 hours
Psychology 65	4 hours
Health 27 or 79	4 hours
Art 75b	4 hours
Art 89	4 hours
Commerce 130	4 hours
Economics 153-33	8 hours
Electives	4 hours

CURRICULUM IN SECRETARIAL SCIENCE

First Year

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
English 25	3	English 26	3	English 27	3
English 28	1	Lib. Science 29	1	Commerce 116	4
Commerce 25	4	Commerce 26	4	Commerce 32	4
Commerce 35	4	Commerce 36	4	Commerce 37	4
Economics 33	4	Commerce 130	4	Physical Ed.	1
Physical Ed.	1	Physical Ed.	1		
	17		17		16

Second Year

Fall Quarter	Hrs.	Winter Quarter	Hrs.	Spring Quarter	Hrs.
Commerce 33	4	Commerce 34	4	Commerce 65	4
Commerce 50	4	Commerce 52	4	Commerce 120	4
Commerce 55	4	Commerce 115	4	Commerce 150	4
Economics 55	4	Commerce 28	4	Commerce 140	4
Physical Ed.	1	Physical Ed.	1	Physical Ed.	1
	17		17		17

CURRICULUM FOR TRAINING IN SMALL BUSINESS OPERATION

The following curriculum is intended for the training of prospective owners or managers of small businesses:

Fall Quarter:
- Business English
- Commerce 33 (Elementary Accounting)
- Commerce 35 (Beginning Typewriting)
- Economics, Business, 33
- Practical Problems in Small Business 185a

Winter Quarter:
- Commerce 34 (Elementary Accounting)
- Commerce 36 (Intermediate Typewriting)
- Economics, Business, 55
- Business Arithmetic 28
- Practical Problems in Small Business 185b

Spring Quarter:
- Commerce 37 (Advanced Typewriting)
- Commerce 115 (Business Law)
- Commerce 130 (Salesmanship)
- Elective Subject
- Practical Problems in Small Business 185c

Summer Quarter:
- Elective Subjects
- Practical Problems in Small Business 185a

HONORS

Students may earn their degrees with honors, with high honors, or with highest honors. In order to win one of these awards a student must have no grade below a "C". The student must have been in residence at Mississippi Southern College at least five quarters. The degree with honors will be awarded those students who have earned an average of 2¼ quality points on all work; with high honors to those who have earned 2½ quality points on all work; and highest honors to those who have earned 2¾ quality points on all work. The quality points must be earned on the work carried at Mississippi Southern College.

ACADEMIC GUIDANCE

Mississippi Southern College attempts to provide adequate academic guidance for its students. All students who have chosen their major fields are assigned to the professor in charge of the department. Students who have not selected majors are assigned to other members of the faculty, but upon choice of a major, they are transferred to their major professor. Students who are pursuing pre-professional curricula have special advisers whose interests and training enable them to give the student adequate guidance.

These advisers undertake to aid their students in the planning of their course of study and in meeting any other problems of college life. Regular conferences are planned by the advisers but students are

urged to consult their advisers whenever any problem arises. In addition to the regularly assigned advisers the President and other administrative officers are available to students who have unusual problems.

SCHOLASTIC REGULATIONS

Exemption from Core Requirements

Students may be exempt from any part of the core requirements for any of the degrees on the basis of attainment in the field as demonstrated by a test and by high school record. Such exemption is granted by the head of the department involved with the approval of the dean on application by the student. The granting of exemption does not involve the bestowal of credit; neither does it reduce the total number of hours to be earned for a degree. Its only effect is to increase the number of elective credits which the student may offer as a part of his program for a degree.

Substitution of Courses

The adviser for a student may substitute, with the approval of the dean, courses for the prescribed work when the interest of the student will be better served.

Physical Education

Freshman and Sophomore students are required to earn one hour of physical education credit during each quarter of his freshman and sophomore years unless excused from the requirement by the instructor in physical education, the college physician, or the dean. In the junior and senior years students must earn an additional four hours of credit in activity courses or complete a course in methods in physical education.

Quarter Hours

An applicant for a degree must complete 192 quarter hours, including the core-requirements as listed under the particular degree curriculum pursued, and the major and minor requirements outlined elsewhere in the catalog. Not more than six hours of practical music or twelve hours of physical education may be counted toward a degree except by students who are majoring or minoring in music or physical education.

A student is allowed six years in which to meet the requirements listed in the catalog under which he entered.

Residence Attendance

A degree will not be granted without residence attendance of three quarters and the last quarter must be in residence, except that a maximum of four quarter hours of correspondence or extension credit may be earned after the last quarter of residence. At least forty-eight hours must be earned in residence.

Transfer students must take at least twelve hours of residence work in their majors at this institution.

Quality Requirements

Each grade of A carries three quality points for each quarter hour of credit. Each grade of B carries two quality points for each

quarter hour of credit. Each grade of C carries one quality point for each quarter hour of credit. Grades of D carry no quality points. A student must make as many quality points as the total number of quarter hours earned at Mississippi Southern College. It is provided that high grades in institutions from which credits are transferred to this college may not offset low grades made in this institution.

A student may not major in a department in which he has earned fewer quality points than hours.

Junior College courses are numbered below one hundred. Senior College courses are numbered above one hundred. Junior College students are not permitted to register for Senior College courses. Exceptions to this regulation may be made by special permission of the dean to students of sophomore classification who wish to register for professional courses in the Senior College in order to qualify for a license to teach, and also to mature and experienced teachers who have not met requirements for admission to the Senior College. Senior College students may register for Junior College courses. However, candidates for a degree must complete at least sixty-eight hours in Senior College courses.

Since the policy of the College is to require evidence of ability to do independent work in a student's chosen field in the Senior College Division, juniors and seniors who register for courses numbered below one hundred in any department or division of the College except physical education, music, natural science, and practical and fine arts are expected to do some research type work in addition to the work regularly required of freshmen and sophomores in the same courses.

Approval of Faculty

After a student has met the scholarship requirements for a certificate or degree, the question of his graduation shall be submitted to a vote of the faculty. If a majority of the faculty shall vote favorably, the President is authorized to grant the certificate or degree.

Calendar

Students should consult the academic calendar, for the schedule of registration, placement tests, assembly, and class meetings during registration week.

Late Registrations

A fee of two dollars is charged for registering after registration day. No student may enter after the first day of the third calendar week of any quarter. No student who enters after the first week may take more than twelve hours, but those entering any time during the first week may take a full load of sixteen hours, provided they make up the work missed in all classes.

Students registering for a half quarter may not register for a full load after the second day of the term. Seniors expecting to graduate at the end of a half quarter term must register within the first two days of the term regardless of load.

Program Changes

Students who find that they are not prepared for courses for which they are registered may be allowed to withdraw on the recommendation of the instructor with the approval of the dean.

Load of Work

The normal student load is twelve to eighteen quarter hours. Students who make A's in eight quarter hours and B's in the remaining eight or more quarter hours are permitted to take twenty quarter hours during the next quarter of attendance.

Seniors may take twenty quarter hours during any one of their last three quarters provided they shall not have made a grade lower than C during the previous quarter.

The Scholarship Committee may, if it deems wise, restrict any student's load to an amount not exceeding the number of hours on which the student received credit during his preceding quarter of residence. A student who has failed or conditioned eight credit hours or more during each of two consecutive quarters is automatically suspended from the College for the next succeeding quarter, summer session excepted.

Absences

Students are expected to attend all classes regularly. When it is necessary for students to be absent from classes, courtesy requires an explanation to the instructor in charge. Absences totaling more than one-third of the number of recitations will probably make it impossible to earn credit in any course.

Chapel Attendance

All students are required to attend chapel on Monday of each week. For each unexcused absence two quality points will be deducted from the student's record in the Registrar's Office.

Examinations

Examinations shall be held on the last two days of the fall, winter and spring quarters, the examination schedule being as follows:

First Day:

8:00 A. M.	to 10:00 A. M.	.....	FIRST HOUR classes
10:00 A. M.	to 12:00 Noon	.....	SECOND HOUR classes
1:30 P. M.	to 3:30 P. M.	.....	THIRD HOUR classes
3:30 P. M.	to 5:30 P. M.	.....	SEVENTH HOUR classes

Second Day:

8:00 A. M.	to 10:00 A. M.	.....	FOURTH HOUR classes
10:00 A. M.	to 12:00 Noon	.....	FIFTH HOUR classes
1:30 P. M.	to 3:30 P. M.	.....	SIXTH HOUR classes
3:30 P. M.	to 5:30 P. M.	.....	EIGHTH HOUR classes

During each of the two terms of the summer quarter the last regularly scheduled meeting of a class shall be used for examination purposes.

No final examination is permitted except on examination days.

A student who is absent from the examination without valid reason approved by the dean forfeits credits for the quarter. Students will be charged a fee of $1.00 for special examination unless excused by the dean.

At the end of their graduating quarter, seniors are exempt from final examinations in those courses in which their class grade is B or

above, provided they have made an average of B or above in all academic work for each of the two preceding quarters.

Grading System

A—indicates the very superior group, normally about five per cent of the class.

B—indicates the superior to average group, about twenty per cent of the class.

C—indicates the average group, about fifty per cent of the class.

D—indicates the inferior to average group, about fifteen per cent of the class.

E—indicates failure with condition. It becomes an F if the condition is not removed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance.

F—indicates failure without condition, necessitating repetition of the course.

Inc—indicates an incomplete record. An "Inc" becomes an F if the work is not completed within the next calendar year, or, if the student is not in residence during the year, within the next quarter of attendance.

W—indicates withdrawal for justifiable reasons.

Definitions

The college session includes four quarters, beginning in September and ending in August.

A quarter consists of twelve weeks.

A "credit" (called also quarter hour, or "hour") measures college work and represents the credit received for the successful pursuit of the college subject for one quarter (twelve weeks), one sixty-minute class period per week (laboratory subjects double length period). For example, a subject meeting four times a week for one quarter gives four credits. A credit is presumed to require from one and one-half to two hours of preparation for each recitation. (For laboratory double-period, one-half to one hour of preparation).

Course Numbers have the following meaning:

Nos. 1-49 First Year Courses—Freshman.

Nos. 50-99 Second Year Courses—Sophomore.

Nos. 100-149 Third Year Courses—Junior.

Nos. 150-199 Fourth Year Courses—Senior.

Numbers followed by an "S" (as English 75s) indicate double courses which terminate in a half quarter. These are four quarter hour courses and meet twice a day.

Numbers followed by an "X" (as Soc. Sci. 105x) indicate double courses which terminate in a half quarter. These are two quarter hour courses and meet once a day.

Numbers followed by a 'Z" (as Library Science 135z), indicate double courses which terminate in a half quarter. These are one quarter hour courses and meet twice a week.

A "Memorandum of Credits" is a statement showing the courses completed and credits earned by the student. Each student is entitled to one copy of his Memorandum of Credits and to have it posted and checked in the records office at least once in each session. A fee of fifty cents is charged for a second copy of this document.

A student is ranked as—

Freshman when he has fewer than 40 hours.

Sophomore when he has as many as 40 hours and fewer than 90 hours.

Junior when he has as many as 90 hours and fewer than 132 hours.

Senior when he has 132 or more hours.

THE DIVISION OF BIOLOGICAL SCIENCES

J. F. Walker, Chairman

Dr. Walker Mr. Frazier Mr. Owings

For B.S. and B.A. students who do not intend to major in biology but desire a biological foundation for a cultural education Biology 22, 37, and 38 are recommended.

Fundamental courses are listed in groups below to facilitate major sequence recommendations for varied fields of student interest:

(a) Biology 22

(b) Biology 37, 38, and 39.

(c) Zoology 142, 143, and 144

(d) Botany, 122, 123, and 124

(e) Health 27 or 79, 129 (Physiology), and 136 (Anatomy)

(f) Zoology 140, 167, and Health 129 or 136

(g) Bacteriology

(h) Nature Study for teachers of the Elementary Grades

For students taking the B.A. degree with a major in Biology the following sequence is recommended: group (b) above and any two groups selected from groups (c), (d), and (f); a minor consists of group (b) and any one of the other groups plus group (a) or Zoology 140 (Heredity)

For the Bachelor of Science degree:

1. In the elementary curriculum a minor sequence consists of groups (a) and (h) plus Science 23 and 24.

2. In the High School curriculum a major sequence consists of group (b) above and any other two groups selected from groups (c), (d), and (f) plus a four quarter hour course selected from one of the other groups, except Health 27 or 79.

Pre-Professional Curricula

For **Pre-Medical** and **Pre-Dental** students a major consists of groups (b) and (c) required and either (e) or (f) recommended.

For those who plan to become **Nurses** (the new health expansion program for the South will increase the already great demand for nurses) a major consists of groups (b), (e), (g), and eight additional hours selected from Health 125, 133, 134, 166, 175, and Zoology 167.

A major sequence for students preparing for **Hospital Technicians**, groups (b) and (g) and Zoology 142 or Botany 122 (the student will find it very beneficial to take both) and Health 27 or 79 plus electives in this division to equal 36 quarter hours.

Students who anticipate entering the specialized fields of **Forestry, Horticulture**, or **Landscape Architecture**, a major sequence consists of groups (b), (c), and (d).

General Courses

22—**Survey of the Biological Sciences.** Four Hours.

Required of all students except majors in this division and majors in the School of Music. The similarities and differences between plants and animals, major biological processes, structure and functions of parts of animal and plant bodies, theories of creation, and practical applications of biological information are stressed.

37—**Biology.** Four hours.

Two theory periods and two two-hour laboratory periods each week.

The concept of protoplasm, cell theory, tissue, early embryological development, classification of animal kingdom, organs and systems of type forms of animal life. Cells, tissues, and representative invertebrates studied in the laboratory.

38—**Biology.** Four hours.

Two theory periods and two two-hour laboratory periods each week.

A continuation of Biology 37. Principles of genetics and evolution; circulatory, respiratory, reproductive, and excretory systems of representative vertebrates and invertebrates. Vertebrate and invertebrate forms dissected in the laboratory.

39—**Biology.** Four hours.

Two theory periods and two two-hour periods each week.

An introductory course to the study of plant life. A general study of gross and microscopic structures of plant life. Gross and microscopic studies are made of representative forms of the major groups of plant kingdom in the laboratory.

Zoology

142—**Zoology.** Four hours.

Prerequisite: Biology 37 and 38. (Biology 39 is recommended but not required as a prerequisite.)

Two theory periods and two two-hour laboratory periods each week.

A detailed study of several representatives invertebrates from the Protozoa through the Mollusca. Parasitic and free living Protozoa, life histories and anatomy of typical forms. The student is required to prepare permanent mounts of Protozoa.

143—**Zoology.** Four hours.

Prerequisite: Zoology 142.

Two theory and two two-hour periods per week.

A continuation of Zoology 142. Higher invertebrates and lower chordates.

144—**Zoology.** Four hours.

Prerequisite: Zoology 143.

Two theory periods and two two-hour laboratory periods each week.

Comparative Anatomy of the Vertebrates. The higher Chordates. Laboratory work devoted primarily to the study of the dogfish and cat.

140—**Zoology.** Four hours.

Prerequisite: Biology 37, 38 and preferably 39.

Heredity. The fundamental principles of heredity, such as, Mendel's laws, hybrids, sex determination, sex linkage, environmental factors, etc. Students of Sociology will find this course of particular interest.

167—**Histology.** Four hours.

Prerequisite: Health 136 (Anatomy) and preferably Biology 37 and 38.

Three lecture periods and one two-hour period each week. Microscopic anatomy for general students. Recommended for Hospital Technicians, Nurses, and Biology majors.

Botany

122—**Botany.** Four hours.

Prerequisite: Biology 37, 38 and 39.

Two theory periods and two two-hour laboratory periods each week.

The Thallophytes and the Bryophytes. Type individuals carefully studied in the laboratory.

123—**Botany.** Four hours.

Prerequisite: Botany 122.

Two theory and two two-hour periods each week.

A continuation of Botany 122. A detailed study will be made of the Pteridophytes and Gymnosperms.

124—**Botany.** Four hours.

Prerequisite: Botany 123.

Two theory periods and two two-hour periods each week.

The morphology of the Angiosperms. Identification of wild flowers.

139—**Bacteriology.** Four hours.

Prerequisite: Biology 37 and 39.

Three theory periods and an average of one two-hour laboratory period each week.

A general course in bacteriology dealing with fundamental prin-

ciples, morphological and cultural characteristics of several forms. Protozoa, molds, and yeasts are also considered.

Nature Study

147—**Nature Study and Elementary Science.** Four hours.

Two theory periods and two two-hour periods each week.

This course is intended to acquaint the prospective teacher of the elementary grades with knowledge of those things that are part of the environment of every child, and to give general directions as to material and methods to be used. Plant and animal life, primarily. Especially planned to meet the needs of the elementary teachers.

Anatomy and Physiology

129—**Physiology or Health.** Four hours.

A study of the general physiology of the human body especially arranged for average college students. Stress is laid upon the facts of physiology in their relation to the interpretation of diseases. Health 136 is recommended to follow or preceed this course.

136—**Anatomy or Health.** Four hours.

Study of the construction of the human body, especially arranged for average college students. A fairly comprehensive knowledge of the human body. Especially for students of physical education.

DIVISION OF COMMERCE

Mr. Harlan Miss McNeese

25—**Beginning Shorthand.** Four hours.

This is a course in the theory and practice of Gregg Shorthand. In addition to the theory, the principles are applied by reading and writing of supplementary plates in shorthand.

26—**Intermediate Shorthand.** Four hours.

Prerequisite: Commerce 25 or its equivalent.

A continuation of Commerce 25, completing the study of the principles of the Gregg System. Training is given in introductory dictation, reading and transcription as a preparation for the dictation courses which follow.

28—**Business Arithmetic.** Four hours.

A brief elementary course in arithmetic which reveals the short-cuts and helpful suggestions for speed and accuracy in computations. Major emphasis is placed upon developing proficiency in those problems frequently met by secretaries and office workers.

32—**Advanced Shorthand.** Four hours.

Prerequisite: Commerce 26 or its equivalent.

Dictation on new material at the rate of 80 to 100 words per minute for a continued interval of time. A standard reading rate, transcription rate, and mailable transcripts required. The aim is to increase accuracy and speed of transcription. The course includes four class periods and a laboratory period each week.

33—**Elementary Accounting.**—Four hours.

The application of accounting principles, special attention to

single proprietorship. The use of special journals, cash books, ledgers, trial balances, work sheets, adjusting and closing entries.

34—**Elementary Accounting.** Four hours.

Prerequisite: Commerce 33.

This is accounting for special types of business and the application of accounting principles to partnerships. Preparation of balance sheets, profit and loss statements, controlling accounts, subsidiary ledgers, deferred charges, and accruals are studied.

35—**Beginning Typewiting.** Four hours.

A first course in typewriting which consists of a mastery of the keyboard and the beginning of continuity writing. The reaches on the keyboard are presented by the vocabulary method before letter-associations and manipulative mastery are introduced. The course is open to students who have not had typewriting, or for those who are not eligible for Commerce 36. The course includes four class periods and two laboratory periods a week.

36—**Intermediate Typewriting.** Four hours.

Prerequisite: Commerce 35 or its equivalent.

A continuation of Commerce 35. Intensive drill is given on words of high frequency, figure-associations and special characters. Continuous writing is emphasized. Envelopes, letters and manuscripts are brought into use both as knowledge and skill. The course includes four class periods and two laboratory periods per week.

37—**Advanced Typewriting.** Four hours.

Prerequisite: Commerce 36 or its equivalent.

Special stress is given to the attainment of speed in continuity writing, and to the mastery of tabulation, rough drafts, and general business forms. The course includes four class periods and two laboratory periods per week.

50—**Advanced Dictation and Transcription.** Four hours.

Prerequisite: Commerce 32 and 55. No equivalent.

Dictation is given on new material at the rate of 100 to 120 words per minute for a continued period. Also varying rates of dictation are emphasized. A standard reading rate, transcription rate, and mailable transcripts, are required. The course includes four class periods and two laboratory periods per week.

52—**Secretarial Practice and Procedure.** Four hours.

Prerequisite: Commerce 50 and 55. No equivalent.

The objective of the course is to train the student in actual office procedures and practices including filing and indexing. Actual secretarial practice in designated offices is required.

55—**Practical Typing Problems.** Four hours.

Prerequisite: Commerce 36 and 37.

Real business problems are introduced, and further emphasis is also given to speed-writing. Specific jobs, including a variety of work, are designed to be finished accurately in a definite time. The course includes four class periods and one laboratory period a week.

65—**Intermediate Accounting.** Four hours.

Prerequisite: Commerce 33 and 34.

The work in this course includes thorough instruction in the study of partnerships and corporation accounting principles, which is supplemented by carefully selected questions and problems.

115—**Business Law I.** Four hours.

Fundamental principles of law most frequently involved in business transactions, including contracts, sales, partnerships, master and servant, principal and agent, corporations, negotiable instruments, property, bailments, and common carriers, with the view of enabling business men to avoid litigation.

120—**Business Law II.** Four hours.

A study of the Uniform Motor Vehicle Acts, the Act Regulating Traffic on the Highways, Operator's and Chauffeur's License Act, Registration Act, Automobile Liability Security Act, and the Anti-Theft Act. Also following as they relate to the automobile: Sales and Bailments, Warranties and Fraud, Conditional Sales and Mortgages, Compulsory Insurance and other types of vicarious liability. Special study on partnership and corporation law.

116—**Advanced Accounting I.** Four hours.

Prerequisite: Commerce 33, 34, and 65.

This course is designed to develop the student's analytical ability as applied to accounting problems, preparatory to the complicated cases presented in the more advanced accounting courses.

117—**Auditing.** Four hours.

Prerequisite: Commerce 116.

Theory and practice relating to the theory of the various balance sheet accounts, working papers, statements, consignments, installment sales, funds and reserves, statement of application of funds, etc.

170—**Advanced Accounting II.** Four hours.

Revenue records affecting all types of business ownership. General accounting theory as applied to corporations. A general survey of accounting for social security, and the relation of accounting to income taxation.

125—**Materials and Methods in Business Education.** Four hours.

The history and development of business education, aims or objectives, laws of learning, teaching procedures, tests and measurements, and special helps such as teaching materials for the teachers of business subjects are studied in this course. Consideration is given to the current trend in teaching in these fields which tends to place emphasis on the viewpoint of the consumer as well as on the social and vocational objectives.

130—**Salesmanship.** Four hours.

This is a study of sales tactics and methods, giving consideration to the psychology of selling, buying motives, preparations of sales, prospecting equipment, canvass, securing an interview, approach, demonstration, objections, closing, types of customers, qualifications of salesmen.

135—**Retail Merchandising.** Four hours.

This course includes a common sense survey of the complete scope of successful retail store management and merchandising. In the beginning is given a brief historical background and an outline of the existing types of retail institutions. There follow discussions of the various phases of retailing in the order in which they usually arise—from problems of location, building and fixtures to the purchasing and pricing of merchandise. Also, the course stresses promotion and initial organization, retail accounting, ownership and control, credit, collections, risks, insurance, purchasing and marketing.

140—Business Organization and Finance. Four hours.

Prerequisite: Commerce 33, 34, 65, and Economics 56 and 57.

A study of organizing and financing a business enterprise. Field of business, forms of business organizations, expansion, financing the new enterprise, reserve policies, investment of funds, and credit expansion. Emphasis will be placed on business organization and short term financing.

145—Economics of Business. Four hours.

This course treats in a general way some of the economic forces that led to the discovery of America. More specific treatment being placed upon the Colonial Economic setting and the influence of this setting upon our national development. Special emphasis being placed upon the economic development of the Constitution, political parties, social and economic thought of the public.

150—Office Machine Operation. Four hours.

Prerequisite: Commerce 28 and 37.

A course to acquaint the student with the various office machines and equipment. Sufficient practice assignments are required in order to secure the certificates of proficiency on the machines. The techniques of filing and indexing are continued.

160—Office Management. Four hours.

Problems involved in planning and directing the functions of business and professional offices; executive duties and responsibilities of the office manager, private secretary, and supervising stenographer; selecting and training of office workers; selection and care of office equipment and supplies; office plans and specifications; routine procedure, such as interviewing callers, reporting conferences, and the handling of mail.

184—Economics of Consumption. Four hours.

The objectives of this course are to give the student an understanding of the economic principles or laws that govern consumption and to present facts relating to American standards of living and consumption habits. Some of the topics treated are consumption defined; laws or principles of consumption; relation of consumption to production; harmful, wasteful, creative and productive consumption; relation of consumer and producer; the creation of consumer demand; standards of living; consumption habits; consumption controls; government regulation; consumer education; consumer cooperatives.

185 a, b, c—Organization and Operation of the Small Business. Four hours each quarter.

This course is designed for the veterans who are interested in owning and operating a business of their own. In addition to theory courses there will be an opportunity for practical experience in businesses. Each student will choose a type of small business and will be assigned to the owner of such a business in Hattiesburg, in cooperation with the Hattiesburg Chamber of Commerce. He will be asked to work up a complete plan for the establishment, operation, and management of a small business of his choice.

186—Social Security. Four hours.

In this course social security is viewed as a social institution, including: an appreciation of the universality of the problem to the solution of which this institution is directed, the ways in which in the past, under varying social and political conditions, the distress pre-

cipitated by the vicissitudes of life has expressed itself; the efforts of men to deal with the presence of want; evidences of the insecurity that led to the establishment of the present systems of social insurance and social assistance in our own and other countries; the development of the institution of social security in the United States; the various forms of social insurance and assistance and the characteristic problems involved in their administration; how our system compares with those in other parts of the world, and the different concepts of the place of the individual in society and his relation to the state which the various national schemes of social insurance and assistance express.

187—**The Field of Public Assistance.** Four hours.

This course will cover the development of public assistance programs in the United States, including the federal Social Security Act. This will be followed by an intensive study of the Department of Public Welfare in Mississippi as to organization, function, and various programs, on the state and local levels. This course is designed for those students who plan to enter public welfare work.

188—**Social Insurance.** Four hours.

This course will cover Workmen's Compensation, Employment Security, and Old Age and Survivors Insurance. The major part of the course will be devoted to employment security. In each case, however, attention will be given to (1) the historical background and development in the United States; and (2) an analysis of what each type of insurance means to the employer and employee. Special representatives from each field of insurance will participate in the presentation of the material of this course.

DIVISION OF EDUCATION AND PSYCHOLOGY

H. D. Pickens, Chairman

The courses in this division are concerned largely with education needed by prospective teachers. It is assumed that students choosing these professional courses possess personality and general education as a foundation for these studies. Students expecting to enter the teaching field should seek counsel and guidance as early as possible regarding the academic, professional and personality requirements in each field of public education. This division complements the other general education divisions; therefore, students may not major or minor in the departments of this field.

ELEMENTARY EDUCATION

Miss Jones Dr. Stark Mr. Pulliam

20—**Introduction to Education.** Four hours.

An orientation course. Its purpose is two-fold: 1. To introduce students to the different phases of education and psychology, and to prepare them for specialized courses which are to follow. 2. To help students decide in what field they would like to work. Observation in College Demonstration School.

46—**The School and Community.** Four hours.

The coordination of the school with various agencies.

66—The Modern Elementary School. Four hours.

Consideration is given to school ogranization and equipment, and to curriculum; materials and methods in the elementary school; the making of a daily schedule; new type school reports; and the personality of the teacher as a factor in success.

101—Arithmetic in the Elementary Grades. Four hours.

The place of arithmetic in the integrated curriculum; use of tests, both standardized and informal as a means of measuring results of teaching; acquaintance with the latest experimentation and research in arithmetic. For grades 1-6. Observation in the Demonstration School.

102—Kindergarten-Primary Education. Four hours.

The purpose of this course is to bridge the gap between the Nursery School and the first grade. Emphasis will be given to the importance of kindergarten-primary, not only as a time for happy natural growth, but also as a definite preparation for the work of the first grade. The course deals with activities which meet the needs of the individual and the group; it also provides criteria for planning and carrying out activities, and for judging the outcome of such activities, in terms of habits, attitudes, knowledge and skill on the pre-school level. Observation in the Nursery School and primary grades of the Demonstration School.

103—Social Studies in the Elementary Grades. Four hours.

Prerequisites: Psychology 116, Education 66, Fine Arts 25 and 26.

Place of the social studies in the integrated curriculum. Objectives and content of the social studies; areas and sequence of units; the selection and evaluation of social studies; units for grades 1-6 inclusive. Observation will be done in the Demonstration School.

104—The Reading Conference. Two hours.

This in an intensive program for five days during the summer quarter. In the morning session, students attend lectures, participate in group discussions, and observe demonstration lessons taught by the faculty of the Demonstration School. The afternoon session is devoted to laboratory demonstrations and practice, and to diagnostic and remedial procedures.

107—Reading and English in Lower Elementary Grades. Four hours.

The first half of the course deals with basic reading problems in primary grades, reading readiness, initial instruction in book reading, vocabulary and word recognition techniques; reading interests and tastes and the appraisal of reading abilities; the second half of the course is given to the aims and problems of English in primary grades; the creative aspect of English; the value of dramatization in teaching English; sentence structure; and the elimination of errors of speech. Special emphasis on spoken English and activities for written English in those grades. Observation and discussion of work done in the Demonstration School.

108—Diagnostic and Remedial Procedures in Reading. Four hours.

Emphasis in this course is placed on materials of instruction and diagnosis and remedial treatment of difficulties in reading in the elementary school. Lectures and demonstrations by the instructor and reading and observation by students. Special emphasis is placed on

practices suitable for typical class-room situations. A well equipped laboratory with the finest instruments available is provided.

109—The Teaching of Reading and English in the Upper Elementary Grades. Four hours.

In the first part of the course a study is made of materials for reading units with emphasis on state adopted texts and supplementary readers; the value of a classroom library in the teaching of reading; the relative importance of silent and oral reading; the development of attitudes, appreciation, habits and skills. Special attention is given to diagnosis of reading deficiencies with suggestions for remedial reading. Use is made of the latest research in reading.

117—Methods and Material in Children's Literature. Four hours.

Reading in mythology, legend, history, biography, fiction and poetry. Narrative and dramatic presentations. Comparative editions, graded bibliographies, and standard practice in building a collection of books for children.

137—Mental Hygiene.—Four hours.

Considers the fundamental principles of a wholesome personality; the building of desirable attitudes; the control of the emotional factors involved in normal mental health and the prevention of abnormalities.

143—Methods and Materials in the Elementary Grades. Four hours.

This course will consider the following topics: 1 Materials of teaching in the elementary grades with emphasis on reading in the various fields. 2. A study of the principles of modern education with practical application to the various subjects in the elementary curriculum. 3. The place of social study units in the new curriculum with attention to the integration of those subjects which are needed to make the unit more meaningful. 4. The evaluation of work done through use of standardized and informal tests, and through the judgement of the teacher. Observation in the Demonstration School.

175—Supervision in the Elementary Grades. Four hours.

Prerequisites: Psychology 116, 119, Education 103, 107, 169.

This course deals with the fundamental problems of the supervisor. Among topics which receive attention are: The nature, organization and principles of supervision; planning a supervisory program; qualifications and duties of the supervisor; a study of curriculum and materials of teaching; improvement of instruction through conferences, teachers' meetings, demonstration teaching and visitation; criteria for judging instruction; cooperative study and self appraisement of the teacher at work; rating scales, tests and other means of judging teacher efficiency. Emphasis on growth of teachers in service. Open to principals of elementary grades and to mature students of experience who wish to become supervisors.

182—Observation, Participation and Directed Teaching for Lower Elementary Grades. Ten hours.

Prerequisites: Education 20, 66, 101, 103; Psychology 116.

Students should arrange for this course at least two quarters before they wish to take it, and should adjust their schedule so as to have four hours each day, two of which must be consecutive for work in the Demonstration School.

183—**Observation, Participation and Directed Teaching for Upper Elementary Grades.** Ten hours.

Prerequisites: Education 20, 66, 101, 103, 109; Psychology 116. Same requirements as for 182.

194—**The Elementary School Principal.** Four hours.

Prerequisites: Psychology 116, Education 103, 107 or 109, 143 or 169.

This course is intended especially for principals in rural schools and in small and medium-sized urban schools. Consideration is given to managerial problems; current practices in administration of state, county and local systems; supervision and care of school plant, supplies and equipment; office work; parent and teacher cooperation; school attendance; organization of curriculum; selection of teachers; attention given to the principal who must supervise instruction in small schools.

195—**Public School Finance.** Four hours.

This course is for advanced students only. The purpose of the course is to make a thorough analysis of public school finance. Some time will be devoted to the history and growth of a system of financing public schools. The major purpose, however, is to secure a thorough understanding of the present system of financing public education including the local, county, State and national levels.

SECONDARY EDUCATION

Dr. Pickens Mr. Freeny

113—**Principles of Teaching in High School.** Four hours.

The aims of secondary education, motivation and direction of learning, types of learning in the secondary school, organization of materials of instruction, and teaching techniques. Laboratory work in this course includes observation in Demonstration School, interviews, and library research.

116—**Audio-Visual Education.** Four hours.

Especially for those who are interested in getting acquainted with recent developments in the field of audio-visual machines; the general philosophy underlying audio-visual aids, and the practical application of these aids to modern teaching. This course will have as consultants the various agents of the State who are interested in this field.

128—**Historical Foundations of American Education.** Four hours.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social, economic, and political facts of American history.

136—**Guidance and Counseling in the Secondary School.** Four hours.

A study in the distributive and adjustive phases of vocational, recreational, health and social-civic guidance in the secondary school.

158—**Vital Problems in Rural Education.** Four hours.

Prerequisites: Psychology 116 or 119, Education 162 and 169, 143.

Opportunity is given for the study of such special problems as: The social and economic background of the community and its relation to the school; parent-teacher cooperation; extra-curriculum activities, health and recreation. Emphasis on better trained teachers in the rural schools and on the improvement of teachers in service.

162—Curriculum of the Secondary Schools. Two hours.

The nature of the curriculum as determined by actual human needs, purposes and interest of children; survey of current courses of study; principles by which curricula are constantly revised.

169—Tests and Measurements. Four hours.

A study of certain typical standardized intelligence results, the organization and the use of informal objective tests, diagnosis and remedial measures. Laboratory work in Demonstration School.

185—Observation, Participation and Directed Teaching in the High Schools. Five hours.

Prerequisites: The completion of 120 hours of college work including Education 20, 113, Psychology 119, and methods course in the student's major field.

186—Observation, Participation and Directed Teaching in the High Schools. Five hours.

This is a continuation of Course 185, which is a prerequisite.

190—Problems in Technique Teaching. Ten hours.

This is an advanced course for the study of problems involved in the technique of teaching, using the Demonstration School as a laboratory for experimentation. The course is open only to those who have completed one of the practice teaching courses, Education 182, 183 or 186. Half of the course may be taken for a credit of five hours.

192—Administration of Public Schools. Four hours.

Designed for superintendents, principals, supervisors, and experienced classroom teachers interested in administration of public schools. A detailed study will be made of the general problems of the organization, supervision, and management of public schools. The inter-relation of the various administrative units will be shown. The best practice regarding selection of staff, financing of schools, keeping of records, and the internal organization of a public school program will be studied. School-community relationships will be stressed.

193—Educational Research. Four hours.

Designed for students who expect to do graduate work. The course will stress techniques, terminology, and the examples of educational research. Some practical laboratory work will be done in various fields. Techniques of using library, writing term papers, and research.

PSYCHOLOGY

Mr. Freeny Dr. Pickens

65—Elementary Psychology. Four hours.

A course in which the customary topics of adult human psychology are studied. Readings and discussions. A core requirement for all degrees.

116—Child Psychology. Four hours.

Prerequisite: Psychology 65.

A course which studies genetically the child's various capacities and tendencies from their innate beginning up to their complicated manifestations in late childhood.

119—**Educational Psychology for High School Teachers.** Four hours.

Prerequisite: Psychology 65.

This course covers the general principles of psychology as applied to the education of high school pupils. Important aspects of adolescent psychology and educational psychology.

129—**Applied Psychology.** Four hours.

Prerequisite: Psychology 65.

A study of psychological principles in their relations and applications to various important human problems and activities such as advertising, selling, personnel management, law, medicine, etc.

Special emphasis will be placed upon matters of vocational aptitudes and interests in relation to the various types of occupational and professional requirements toward a better matching up of capacities with needs, and through that to a happier and more successful living.

By special permission, students who have had Elementary Psychology may take this course in lieu of either Psychology 116 or 119.

139—**Social Psychology.** Four hours.

Prerequisite: Psychology 65.

In this course man will be considered in his social inclinations and relationships—his reactions to and his influence upon others. The following questions will be studied: customs, social interactions, crowd behavior, propaganda, etc.

188—**Experimental Educational Psychology.** Four hours.

Prerequisites: Psychology 65 and 119.

The purpose of this course is to acquaint the student with the nature of actual investigations of school problems and to give him command of the basic methods and means, through actual practice, of conducting such investigations.

DIVISION OF FINE ARTS

Frank Earl Marsh, Jr., Chairman

MUSIC

Mr. Marsh, Mrs. Baylis, Miss Delano, Miss Leek, Miss Bolinger
Miss Gardner, Miss McDonald, Miss Mead, Miss Mitchell

The Mississippi Southern College is an institutional member of the National Association of Schools of Music and is accredited by that organization. The requirements for entrance and for graduating are in accordance with the published regulations of the National Association of Schools of Music.

The Department of Music was organized for a four-fold purpose: (1) To combine musical and literary studies as a broad basis for regular college work; (2) to use the art of music as a means of intellectual, aesthetic, and moral culture; (3) to furnish instruction to special and general students; (4) to train vocal and instrumental supervisors of music.

Admission

First, as a regular student. For any curriculum leading to a degree, the student must satisfy the entrance requirements of the College.

Students entering the piano, voice, violin, violoncello or organ course must give evidence that the preparatory course in piano, voice, violin, or violoncello has been completed.

Freshmen must take entrance examinations in Elementary Theory. Those passing may enroll in the regular required courses. Students who have had preparatory work and cannot pass the examination may also enroll for the regular required courses, but must do two hours of supervised work each week without credit in elementary theory until the entrance requirements are satisfactorily fulfilled.

Second, as a special student. In this case the student may elect any course his previous training has qualified him to pursue with profit.

The curricula include systematic and progressive instruction in theory, history and practice of the arts to which they severally relate; also in those branches of language, philosophy, history, and criticism which bear most directly upon these arts, and without a knowledge of which success in the higher domain of arts is impossible.

Students desiring to major in music should register for the Bachelor of Music degree with piano, church music and organ, voice, violin, violoncello, or musical composition as a major or for the Bachelor of Science degree with vocal music education or instrumental music education as a major or for the Bachelor of Arts degree with applied music as a major. However, any student of the college not registered for a music degree may pursue such courses in the Department of Music as he wishes by paying the required fee.

Music majors who have taken music courses under private instruction or in such way as not to receive credit may be excused from required courses in the music curriculum on the basis of tests of proficiency.

I. The Curriculum in Piano

The best principles of modern piano technique form the basis of teaching in this department. The student is thoroughly grounded in the classics, including Bach's Inventions and Well-Tempered Clavichord with Hanon, Czerny, Clementi, Chopin and Liszt Etudes, Sonatas by Mozart and Beethoven, and selections from the compositions of the best composers of the classic, romantic, and modern schools of composition.

In the junior and senior years of the course, concertos by Mendelsshon, Beethoven, Chopin, Grieg, Schumann, Liszt, and modern composers are studied and performed. Students to rank as freshmen must show that they have had equivalent of four years of serious study of the piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals selected from composers of the classic, romantic, and modern schools in their junior and senior years.

II. The Curriculum in Voice

The Department of Music recognizes the need of thorough fundamental training in the technique of singing as a prerequisite of the study of songs. The course of instruction is based upon the principles of the Italian School of Singing.

Attention is given to the study of breath control, voice placing, tone production, vowel formation, the development of resonance, range, flexibility, tone color, and style. Song literature of the classic and modern schools is given to build an adequate repertoire, as well as to enrich and broaden the musical experience and appreciation of the student. Upon graduation the student must possess a repertoire of recitatives and arias from the standard oratorios, representative operatic arias as well as a repertoire of songs from the English, French, Italian and German schools. Students to be classified as freshmen in the vocal degree course must show by examination that they have the technical and musical development equivalent to one year of vocal study as well as preparatory piano.

Candidates for the degree of Bachelor of Music must be prepared to present recitals of standard songs and arias selected from the classic and modern schools of composition in their junior and senior years.

III. The Curriculum in Violin

It is the aim of the Violin Department to offer instruction that will thoroughly train the student to meet the demands of the orchestra and concert violinist as well as to prepare for the field of teaching. Throughout the course careful attention is given to the development of technique, musical style, interpretation, and musicianship. Special emphasis is placed on ensemble in advanced classes.

The material studied is selected according to the individual needs of the student from the following studies: Sevick, Leonard, Kayser, Mazas, Schradieck, Kreutzer, Rode and others. For the development of style and interpretation sonatas by Tartini, Nardini, Handel, Hayden and Bach are used, and concertos by Viotti, Rode, DeBeriot, Mendelssohn and Wieniawski. For graduation, selections are made from concertos by Beethoven, Bruch, Mendelssohn, Vieuxtemps, and others of equal difficulty, and miscellaneous compositions from Paganini, Sarasate, Wieniawski, Hubay, and representative modern composers.

Candidates for the degree of Bachelor of Music must be prepared to present a recital from composers of the classic, romantic, and modern schools in their junior and senior years.

IV. The Curriculum in Violoncello

The aims of this division are the same as those of the Violin division.

The material studied is selected according to the individual needs of the student from the following studies: Dotzauer, Grutzmacher, Duport, Popper, and Piatti. For development of style and interpretation sonatas by Coverette, Locatelli and Boccherini, and suites for Violoncello alone by J. S. Bach, and Concertos by Romberg, Davidoff, Servais, Popper, Golterman, Saint-Saens, Lalo, Haydn, Dvorak, D'Albert, and Schumann. Concert pieces by Tchaikowsky, Davidoff, Popper and Boellman.

Candidates for the degree of Bachelor of Music must be prepared to present a recital of selected composers of the classic, romantic and modern schools in their junior and senior years.

V. The Curriculum in Composition

, This course offers special study in the practical writing of original works for instruments or voice, including the larger forms such as the

Sonata-Allegro form, Variations, Art songs, Anthems, and other forms of freer content.

The latest developments distinctive of modern harmony, the various melodic, and rhythmic idioms of the present day are made available to the student through discussion and practical use.

The course in Advanced Composition is given by private instruction only, and is designed for the talented student who is especially qualified to enter the field of musical composition.

VI. The Curriculum in Music Education

The teaching of music in the public schools is now considered the work of a specialist of broad training. The importance of laying a thorough musical foundation in the grades is generally recognized and calls for great ability in the teacher of music. In the high school, music is now accorded a place of importance, and the demand for teachers who can organize and direct choral, instrumental, theoretical, and appreciation courses is increasing from year to year.

The courses in public school music supervision are designed to give not only thorough and practical training in music pedagogy but also adequate preparation in practical and theoretical music, psychology, education and cultural subjects.

The degree of Bachelor of Science is offered upon completion of of four-year curriculum. There is an increasing demand for supervisors of music and junior and senior high school music teachers holding the Bachelor's degree. This course offering a degree combining music and education is planned to meet this demand in the field of music education.

VII. The Curriculum in Church Music and Organ

The organ course is designed to provide a thorough and sufficient education for both the concert and the church fields, the latter being particularly stressed. It includes a fundamental study of the manual touch, pedal technique, the independence of the hands and feet, and elementary and advanced registration. The earlier literature is designed for the special needs of the individual student, and includes technical studies, the short preludes and fugues of Bach, the choral preludes, etc.

PIANO MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Piano 25a, 26a, 27a (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20^1, 20^2, 20^3	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Piano 55a, 56a, 57a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Chorus 50^1, 50^2, 50^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Piano 105a, 106a, 107a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Chorus 100^1, 100^2, 100^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Piano 155a, 156a, 157a	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Piano Pedagogy 182, 183, 184	2	2	2
Chorus 150^1, 150^2, 150^3	1	1	1
Education 113	4		
Education 169		4	
Psychology 119			4

VIOLIN MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Violin 31a, 32a, 33a, (two lessons a week)	3	3	3
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21^1, 21^2, 21^3	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Violin 61a, 62a, 63a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Orchestra 51^1, 51^2, 51^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violin 111a, 112a, 113a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Orchestra 101^1, 101^2, 101^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violin 161a, 162a, 163a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Violin Pedagogy 185, 186, 187	2	2	2
Orchestra 151^1, 151^2, 151^3	1	1	1
Education 113	4		
Education 169		4	
Psychology 119			4

VIOLONCELLO MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Violoncello 22a, 23a, 24a (two lessons a week)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21^1, 21^2, 21^3	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Violoncello 52a, 53a, 54a (two lessons a week)	3	3	3
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Orchestra 51^1, 51^2, 51^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violoncello 102a, 103a, 104a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119, (Counterpoint)	2	2	2
Ensemble 123, 124, 125	2	2	2
Orchestra 101^1, 101^2, 101^3	1	1	1
Foreign Language (French or German)	4	4	4

Senior Year

Violoncello 152a, 153a, 154a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Ensemble 173, 174, 175	2	2	2
Music Elective	2	2	2
Orchestra 151^1, 151^2, 151^3	4	4	4
Education 113	4		
Education 169		4	
Psychology 119			4

VOICE MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Voice 28a, 29a, 30a (two lessons a week)	2	2	2
Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20^1, 20^2, 20^3	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Voice 58a, 59a, 60a (two lessons a week)	2	2	2
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1

Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Chorus 50^1, 50^2, 50^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Voice 108a, 109a, 110a (two lessons a week)	4	4	4
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100^1, 100^2, 100^3	1	1	1
French	4	4	4

Senior Year

Voice 158a, 159a, 160a (two lessons a week)	4	4	4
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Diction Class 176	2		
Vocal Analysis Class 177		2	
Vocal Repertory Class 178			2
Vocal Pedagogy 179, 180, 181	2	2	2
Chorus 150^1, 150^2, 150^3	1	1	1
German	4	4	4

COMPOSITION MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Applied Music (Piano)	2	2	2
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Survey of Music Literature 43, 44, 45	3	3	3
Music Elective (Applied Theory)	2	2	2
Chorus 20^1, 20^2, 20^3	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Applied Music (Piano)	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 114, 118, 119 (Counterpoint)	2	2	2
History of Music 73, 74, 75	3	3	3
Instrumental Class (Strings) 170	2		
Instrumental Class (Woodwinds) 171		2	
Instrumental Class (Brasses) 172			2
Chorus 50^1, 50^2, 50^3	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Applied Music (Piano)	2	2	2
Theory 164, 165, 166 (Composition)	2	2	2
Theory 167, 168, 169 (Orchestration)	2	2	2
Theory 197, 198, 199 (Advanced Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100^1, 100^2, 100^3	1	1	1
French	4	4	4

Senior Year

Applied Music (Piano)	2	2	2
Theory 200, 201, 202 (Advanced Composition)	2	2	2
Theory 203, 204, 205 (Advanced Orchestration)	2	2	2
Advanced Conducting and Score Reading 194, 195, 196	2	2	2
Advanced History of Music 206, 207, 208	3	3	3
Chorus 150[1], 150[2], 150[3]	1	1	1
German	4	4	4

Students entering the course in Musical Composition as a major must pass examinations in four years of preparatory piano, freshman sight singing and ear training 37ab, 38ab, 39ab and freshman harmony 34, 35, 36. Advanced Composition, Advanced Orchestration and Advanced Counterpoint will be taught privately.

MUSIC EDUCATION MAJOR

(Leading to the degree of Bachelor of Science)

GENERAL SUPERVISOR'S CURRICULUM

Freshman Year

Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Voice 28b, 29b, 30b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27	3	3	3
Education 20	2		
Library Science 29		1	

Sophomore Year

Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Voice 58b, 59b, 60b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Chorus 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Piano 105b, 106b, 107b (one lesson a week)	1	1	1
Voice 108b, 109b, 110b (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120, 121a, 122a (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Chorus 100[1], 100[2], 100[3]	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Piano 115b, 156b, 157b (one lesson a week)	1	1	1
Voice 158b, 159b, 160b (one lesson a week)	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2

Instrumental Class (Strings) 170	2		
Instrumental Class (Woodwinds) 171		2	
Instrumental Class (Brasses) 172			2
Chorus 150[1], 150[2], 150[3]	1	1	1
Education 113	4		
Science 23		4	
Education 169			4
Education 185	5		
Education 186		5	
Psychology 119			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a String Instrument)

(Leading to the Degree of Bachelor of Science)

Freshman Year

Violin (or other string Instrument) 31b, 32b, 33b	1	1	1
Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Orchestra 21[1], 21[2], 21[3]	1	1	1
English 25, 26, 27	3	3	3
Education 20	2		
Library Science 29		1	

Sophomore Year

Violin (or other String Instrument) 61b, 62b, 63b	1	1	1
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Orchestra 51[1], 51[2], 51[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Violin (or other String Instrument) 111b, 112b, 113b	1	1	1
Woodwind Instrument (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120, 121b, 122b (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Orchestra 101[1], 101[2], 101[3]	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Violin (or other String Instrument) 161b, 162b, 163b	1	1	1
Brass Instrument (one lesson a week)	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2
String Instrument Class Methods 191	2		
Woodwind Instruments Class Methods 192		2	
Brass Instruments Class Methods 193			2

Advanced Instrumental Conducting and Study of Band and Orchestral Materials 194, 195, 196	2	2	2
Orchestra 151[1], 151[2], 151[3]	1	1	1
Education 113	4		
Science 23		4	
Education 169			4
Education 185	5		
Education 186		5	
Psychology 119			4

INSTRUMENTAL SUPERVISOR'S CURRICULUM

(Minor in a Brass or Woodwind Instrument)

(Leading to the Degree of Bachelor of Science)

Freshman Year

Major Instrument (one lesson a week)	1	1	1
Piano 25b, 26b, 27b (one lesson a week)	1	1	1
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
English 25, 26, 27	3	3	3
Band 22[1], 22[2], 22[3]	1	1	1
Education 20	2		
Library Science 29		1	

Sophomore Year

Major Instrument (one lesson a week)	1	1	1
Piano 55b, 56b, 57b (one lesson a week)	1	1	1
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b 69b	1	1	1
Music Education 70, 71, 72 (School Music)	2	2	2
History of Music 73, 74, 75	3	3	3
Band 52[1], 52[2], 52[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Major Instrument (one lesson a week)	1	1	1
String Instrument (one lesson a week)	1	1	1
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 117, 118, 119 (Counterpoint)	2	2	2
Music Education 120 121b, 122b (School Music)	2	2	2
Conducting 126, 127, 128	2	2	2
Band 102[1], 102[2], 102[3]	1	1	1
Health 79	4		
Social Studies		4	4

Senior Year

Major Instrument (one lesson a week)	1	1	1
Woodwind or Brass Instrument (one lesson a week)	1	1	1
Theory 167, 168, 169 (Orchestration)	2	2	2
String Instruments Class Methods 191	2		
Woodwind Instruments Class Methods 192		2	
Brass Instruments Class Methods 193			2

Advanced Instrumental Conducting and Study of Band and Orchestral Materials 194, 195, 196	2	2	2
Band 152[1], 152[2], 152[3]	1	1	1
Education 113	4		
Science 23		4	
Education 169			4
Education 185	5		
Education 186		5	
Psychology 119			4

CHURCH MUSIC AND ORGAN MAJOR

(Leading to the degree of Bachelor of Music)

Freshman Year

Organ 46c, 47c, 48c	2	2	2
Piano 25c, 26c, 27c	2	2	2
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Music 20[1], 20[2], 20[3]	1	1	1
English 25, 26, 27	3	3	3

Sophomore Year

Organ 76c, 77c, 78c	2	2	2
Piano 55c, 56c, 57c	2	2	2
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
History of Music 73, 74, 75	3	3	3
Music 50[1], 50[2], 50[3]	1	1	1
English 75, 76	4	4	
Psychology 65			4

Junior Year

Organ 136c, 137c, 138c	2	2	2
Voice 28c, 29c, 30c	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Theory 114, 118, 119 (Counterpoint)	2	2	2
Conducting 126, 127, 128	2	2	2
Music 100[1], 100[2], 100[3]	1	1	1
Academic Elective	4	4	4

Senior Year

Organ 186c, 187c, 188c	2	2	2
Voice 58c, 59c, 60c	2	2	2
Advanced Choral Conducting and Literature 209, 210, 211	2	2	2
History of Church Music 212, 213, 214	2	2	2
Administration of Church Music 215,216,217	2	2	2
Liturgies 218, 219, 220	2	2	2
Music 150[1], 150[2], 150[3]	1	1	1
Academic Elective	4	4	4

Note: The Academic Electives must be taken in the fields of History, Language and Religion.

BACHELOR OF ARTS DEGREE WITH APPLIED MUSIC AS A MAJOR

(A Non-Professional Degree)

Freshman Year

Applied Music	2	2	2
Theory 34, 35, 36 (Including Keyboard Harmony)	3	3	3
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Chorus 20^1, 20^2, 20^3	1	1	1
English 25, 26, 27	3	3	3
History 27, 28, 29	4	4	4
Elective	1	1	1

Sophomore Year

Applied Music	2	2	2
Theory 64, 65, 66 (Including Keyboard Harmony)	3	3	3
Sight Singing 67a, 68a, 69a	1	1	1
Ear Training 67b, 68b, 69b	1	1	1
Chorus 50^1, 50^2, 50^3	1	1	1
English 75, 76	4	4	
Psychology 65			4
Foreign Language (French or German)	4	4	4

Junior Year

Applied Music	2	2	2
Theory 114, 115, 116 (Harmonic and Form Analysis)	2	2	2
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 100^1, 100^2, 100^3	1	1	1
Foreign Language (Second Year) (French or German)	4	4	4
Social Science	4	4	
Health			4

Senior Year

Applied Music	2	2	2
Music 117, 118, 119 (Counterpoint)	2	2	2
History of Music 73, 74, 75	3	3	3
Chorus 150^1, 150^2, 150^3	1	1	1
Science	4	4	4
Academic Elective	4	4	4

The candidate for graduation must have completed the requirements in his chosen field of applied music laid down for the end of the Sophomore Year of the course leading to a Mus.B. Degree with the various instruments or choice of a major, as prescribed by the National Association of Schools of Music.

REQUIREMENTS FOR A MINOR IN MUSIC IN THE BACHELOR OF ARTS DEGREE

Freshman Year

Applied Music	1	1	1
Sight Singing 37a, 38a, 39a	1	1	1
Ear Training 37b, 38b, 39b	2	2	2
Chorus 20^1, 20^2, 20^3	1	1	1

Sophomore Year

Applied Music	1	1	1
Theory 34, 35, 36	3	3	3
Chorus 50^1, 50^2, 50^3	1	1	1

Junior Year

Applied Music	1	1	1
Survey of Music Literature 43, 44, 45	3	3	3
Chorus 100^1, 100^2, 100^3	1	1	1

Senior Year

Applied Music	1	1	1
History of Music 73, 74, 75	3	3	3
Chorus 150^1, 150^2, 150^3	1	1	1

Practice

Regular hours of practice are assigned each student by the Chairman of the Division. The number of hours of daily practice depends on the classification of student. Mus.B. students are required to practice three hours daily in their freshman and sophomore years and four hours daily in their junior and senior years. Of other classifications of students, one hour daily practice is required.

Recitals

In order that students may become accustomed to appearing in public, frequent afternoon recitals are given. Public recitals are given by advanced students as often as it is consistent with their regular work.

All applicants for the Mus.B. degree are required to appear on afternoon programs, once in the freshman year, twice in the sophomore, and three times in both junior and senior years.

Opportunities are given students to hear the best music in concerts given by the members of the music faculty and visiting artists. Attendance at all recitals is obligatory.

Special Requirements

All non-resident students are required to practice in the Music Building under supervision.

All students, regular or special, are required to sing or play in any chorus, quartet, orchestra or band, in which their presence may be desired.

No student in the Department of Music may appear as a representative of the College in a public musical performance, except by permission of the Chairman of the Division of Fine Arts.

N.B.—Not over six quarter hours in choral music, orchestra or band are allowed in the academic degree curricula.

APPLIED MUSIC

25-26-27 (a) (b) (c)—**Freshman Piano** (1, 2 or 3 hrs. each qr.); 55-56-57 (a) (b) (c)—**Sophomore Piano** (1, 2 or 3 hrs. each qr.); 105-106-107 (a) (b) (c)—**Junior Piano** (1, 2 or 4 hrs. each qr.); 155-156-157 (a) (b) (c)—**Senior Piano** (1, 2 or 4 hrs. each qr.)

31-32-33 (a) (b) (c)—**Freshman Violin** (1, 2 or 3 hrs. each qr.); 61-62-63 (a) (b) (c)—**Sophomore Violin** (1, 2 or 3 hrs. each qr.); 111-112-113 (a) (b) (c)—**Junior Violin** (1, 2 or 4 hrs. each qr.); 161-162-163 (a) (b) (c)—**Senior Violin** (1, 2 or 4 hrs. each qr.)

22-23-24 (a) (b) (c)—**Freshman Violoncello** (1, 2 or 3 hrs. each qr.); 52-53-54 (a) (b) (c)—**Sophomore Violoncello** (, 2 or 3 hrs. each qr.); 102-103-104 (a) (b) (c)—**Junior Violoncello** (1, 2 or 4 hrs. each qr.); 152-153-154 (a) (b) (c)—**Senior Violoncello** (1, 2 or 4 hrs. each qr.)

28-29-30 (a)(b) (c)—**Freshman Voice** (1 or 2 hrs. each qr.); 58-59-60 (a) (b) (c)—**Sophomore Voice** (1 or 2 hrs. each qr.); 108-109-110 (a) (b) (c)—**Junior Voice** (1, 2 or 4 hrs. each qr.); 158-159-160 (a) (b) (c)—**Senior Voice** (1, 2 or 4 hrs. each qr.)

46-47-48 (b) (c)—**Freshman Organ** (1 or 2 hrs. each qr.); 76-77-78 (b) (c)—**Sophomore Organ** (1 or 2 hrs. each qr.); 136-137-138 (b) (c)—**Junior Organ** (1 or 2 hrs. each qr.); 186-187-188 (b) (c)—**Senior Organ** (1 or 2 hrs. each qr.)

THEORETICAL AND HISTORICAL

34-35-36—**Harmony.** Three hours each quarter.
Elementary harmony beginning with scales, intervals, triads and their inversions; cadences; the dominant seventh chords and their inversions; secondary chords and inversions; dominant ninth and its inversions; modulation, etc. Approximately one-third of the time is given to Keyboard harmony.

64-65-66—**Advanced Harmony.** Three hours each quarter.
Prerequisite: 34-35-36.
Review of Harmony 34, 35, 36. Secondary seventh chords and their inversions; mixed chords and their inversions; altered chords; non-harmonic tones, etc. Approximately one-third of the time is given to keyboard harmony.

114-115-116—**Harmonic and Form Analysis.** Two hours each quarter.
Prerequisite: 64-65-66.
Harmonic and formal analysis of the forms of polyphonic and harmonic structures and innovations in the works of composers of the modern school are also analyzed.

117-118-119—**Elementary Counterpoint.** Two hours each quarter.
Prerequisite: 64-65-66.
Counterpoint in two, three, four and five parts. Harmonization and supplying additional voices to chorals and other melodies used as Canti Fermi.

164-165-166—**Composition.** Two hours each quarter.
Prerequisite: 114-115-116.
Composition in the smaller forms up to and including the sonatina form. Students in this course are expected to present at student recitals such of their compositions as the teacher may select.

167-168-169—**Orchestration.** Two hours each quarter.
Prerequisite: 117-118-119.
A study of the individual characteristic of the various instruments comprising the modern orchestra, and of the orchestra as a whole. The arrangement for the orchestra of original and standard compositions.

197-198-199—**Advanced Counterpoint.** Two hours each quarter.
Prerequisite: 117-118-119.
Applied counterpoint; imitation; canon; invention; invertible counterpoint Fugue.

200-201-202—**Advanced Composition.** Two hours each quarter.
Prerequisite, 164-165-166.
The Sonata-Allegro form; Art songs; part songs and anthems.

203-204-205—**Advanced Orchestration.** Two hours each quarter.
Prerequisite, 167-168-169.

37a-38a-39a—**Sight Singing.** One hour each quarter.

37b-38b-39b—**Ear Training.** Two hours each quarter.
Drill in scales and intervals. Rythmic problems. Dictation of simple melodies and chords.

67a-68a-69a—**Advanced Sight Singing.** One hour each quarter.

67b-68b69b—**Advanced Ear Training.** One hour each quarter.
Prerequisite: Sight Singing 37a, 38a, 39a; Ear Training, 37b, 38b, 39b.
Complicated rhythms, chromatic scales, reading in different clefs. Dictation of exercises in rhythm and intonation.

HISTORY OF MUSIC

43-44-45—**Survey of Music Literature.** Three hours each quarter.
A cultural course in the appreciation of music. The object of the course is the attainment of appreciative listening and individual understanding of a composer's musical message.

73-74-75—**History of Music.** Three hours each quarter.
Prerequisite, 43-44-45.
Music of primitive nations. The musical instruments of the Bible. Music of the early Christian Church. Rise and development of liturgy. Notation. Music and the Renaissance. The Polyphonic Age. The rise of opera and oratorio. The periods of Bach and Handel, Hayden and Mozart. The advent of Beethoven. The rise of virtuosity and romanticism. Wagner and the new operatic tendencies. American musical development.

206-207-208—**Advanced History of Music.** Three hours each quarter.
Prerequisite: 73-74-75.
A seminar course. The various fields of music are covered in detail by means of individual reports and papers from members of the class.

ENSEMBLE

123-124-125—**Ensemble.** Two hours each quarter.
A study of the classics arranged for two, four, six and eight hands. Original two piano compositions by Schuman, Grieg, Saint-Saens, and Debussy. Transposition.

173-174-175—**Advanced Ensemble.** Two hours each quarter.
Prerequisite: 123-124-125.
A study of Trios by Schubert, Beethoven, etc., and Sonatas for Violin and Piano by Bach, Grieg, Brahms, and Caesar Franck. Accompanying.

MUSIC EDUCATION (School Music)

70—Elementary Music Methods. Two hours.
Selection and presentation of rote songs; the child voice in singing; treatment of the unmusical child; development of rhythmic and melodic expression; introduction of staff notation; directed listening.

71—Intermediate Music Methods. Two hours.
Time, tone, and theory problems of the fourth, fifth and sixth grades, with emphasis on methods of presentation of materials. Observation of actual classroom procedure.

72—Junior High School Music Methods. Two hours.
Materials and methods appropriate for grades 7, 8, and 9. Testing and classification of adolescent voices. Choral teaching. Elective classes and assemblies.

95—School Music Fundamentals. Four hours.
This course requires no prerequisite and is open to students of any class. Especially valuable to the grade teacher. It deals with the fundamentals of music as major and minor scales, chromatic scales, time values, etc. Rote singing and appreciation of music through the use of the victrola form an interesting part of this course.

96—Advanced School Music Fundamentals. Four hours.
This course carries on the fundamentals of music as intervals, etc. Part singing is introduced, common use of songs and song presentation.

120—Senior High School Music Methods. Two hours.
Materials and methods appropriate for grades 10, 11, 12. Literature for choir, glee clubs. Elective classes in music appreciation and theory. Special performances.

121a—The Administration of Music Education. Two hours.
A critical study of the philosophies and theories of various authorities in Music Education. A final survey of the field in problems and solutions, the general preparation of a successful musician and teacher.

121b—Instrumental Methods and Literature. Two hours.
This course is taken by those preparing themselves for instrumental teaching. A large amount of literature for bands, orchestras, and instrumental classes is critcally examined. Often members of the class play through the materials as part of their study.

122a—Seminar in Music Education. Two hours.
Evaluation of current methods in music education. Criteria for selection of materials and classroom procedure.

122b—Instrumental Organization and Administration. Two hours.
The purpose of this course is to treat in detail the numerous problems which confront every band and orchestra director. Rehearsal technique, drilling, tuning, teaching, motivating student practice and other problems relating to this subject. Marching band.

126-127-128—Conducting. Two hours each quarter.
The fundamentals of chorus and orchestral conducting are studied, accompanied by much individual practice in conducting material appropriate for the junior and senior high schools.

170—**Instrumental Class (Strings).** Two hours.

A class in stringed instruments. Practical instruction in the methods of playing the various stringed instruments. Holding the instrument, the bow, the hand position, etc. For supervisors only. Students must play the various instruments. This is not a theoretical course.

171-172—**Instrumental Class (Winds).** Two hours each quarter.

A class in wind instruments. Practical instruction in the method of producing tones on the various wind instruments, methods for beginning the various scales. For supervisors only. Students must play the instruments. This is not a theoretical course.

176—**Diction Class.** Two hours.

Prerequisite: Junior Voice.
The correct use and pronunciation of English, Italian, French and German as applied to the vocal art.

177—**Vocal Analysis.** Two hours.

Through analysis does the pupil arrive at true artistry. The foundations of voice culture are correct breathing, steady controlled tones, vowel forms, consonants, and poise, which are the stepping stones to an artistic performance that includes musicianship, agility, phrasing and expression. Analysis and treatment of vocal defects are based on a scientific anatomical knowledge.

178—**Vocal Repertory.** Two hours.

The Vocal Repertory is based upon the idea of what repertory really means—a knowledge of the musical literature of different periods of song composition. The periods to be covered are the classic, romantic and modern. The work of the classes will also embrace the development of the art song from the folk song and those of the Renaissance period together with the style which these several cycles demand of the singer, and its adjustments to the individual gifts and personality of each.

179-180-181—**Vocal Pedagogy.** Two hours each quarter.

Vocal characteristics of various types of voices. Treatment which should be applied to each. Appropriate exercises for correcting various vocal defects. Teaching material suitable for various types of voices. Discussions of musical literature of different periods including opera, oratorio and lieder. Exercises for physical development.

182-183-184—**Piano Pedagogy.** Two hours each quarter.

Modern methods of teaching children are studied. The work includes lectures, observations of private and class lessons, and practice teaching under supervision. The problem involved in the teaching of piano to adults is considered. Through lectures, discussion, prescribed reading and actual teaching experience the student is given a background for future work. Practice teaching is done throughout the senior year under supervision.

185-186-187—**Violin Pedagogy.** Two hours each quarter.

This course is intended for students who expect to teach. In addition to the study of different methods of presenting basic technical problems, and the review of various etudes, concertos, and other compositions, the student has the advantage of observing and participating in both individual and class teaching.

188-189-190—**Lyric Action (Acting in Opera).** Two hours each quarter.

Gesture, individual and ensemble, pantomine, operatic roles, stage business and technique, costumes.

191—**String Instruments Class Methods.** Two hours.

A class in the playing of violin, viola, 'cello and bass as an introduction to the teaching of these instruments and as demonstration of class teaching.

192—**Woodwind Instruments Class Methods.**—Two hours.

A class in woodwind instruments is conducted as an introduction to the teaching of woodwind instruments and as demonstration of class teaching of these instruments. The instruments taught include clarinet, oboe, flute and bassoon.

193—**Brass Instruments Class Methods.** Two hours.

A class in brass instruments is conducted as an introduction to the teaching of brass instruments and as demonstration of class teaching of these instruments. The instruments taught include trumpet, melophone, French horn, trombone, baritone and tuba.

194-195-196—**Advanced Instrumental Conducting and Study of Band and Orchestral Materials.** Two hours each quarter.

Score reading and conducting. Orchestral and band technique, interpretation, repertoire, rehearsal and performance. Building and training the student orchestra and band.

209-210-211—**Advanced Choral Conducting and Materials.** Two hours each quarter.

Prerequisite: 126-127-128 and two years of voice.

Conducting and interpretation of representative works of the great choral schools and composers since the sixteenth century. Study of the style of each period and opportunities for the formation of judgement in the field of choral music through the examination of a cross section of the literature, the use of recordings and the performance of many works in class. the fall quarter is devoted to church chorus and sacred music.

212-213-214—**History of Church Music.** Two hours each quarter.

The music of the church as it developed through centuries, based on the hymnody of the church. Research in hymnology.

215-216-217—**Administration of Church Music.** Two hours each quarter.

Modern trends and procedure in organizing and developing the musical program of the church. Special problems and repertory.

218-219-220—**Liturgies.** Two hours each quarter.

Fall quarter: The music of the non-liturgical service, its development and modern trend.

Winter quarter: The music and liturgy of the Lutheran Church, the chorale, its development and influence.

Spring quarter: The music of the Episcopal Church, Anglican and plainsing chanting, the Canticles, the Communion Service.

PRACTICAL MUSIC

20^1-20^2-20^3—**Choral Music.** One hour each quarter.

No credit will be given unless student is a member of the chorus three consecutive quarters.

50^1-50^2-50^3—**Choral Music.** One hour each quarter.

Prerequisite: 20^1-20^2-20^3.

100^1-100^2-100^3—**Choral Music.** One hour each quarter.

Prerequisite: 50^1-50^2-50^3.

150¹-150²-150³—**Choral Music.** One hour each quarter.
Prerequisite: 100¹-100²-100³.

21¹-21²-21³—**Orchestral Music.** One hour each quarter.
No credit will be given unless a student is a member of the orchestra three consecutive quarters.

51¹-51²-51³—**Orchestral Music.** One hour each quarter.
Prerequisite: 21¹-21²-21³.

101¹-101²-101³—**Orchestral Music.** One hour each quarter
Prerequisite: 51¹-51²-5³1.

151¹-151²-151³—**Orchestral Music.** One hour each quarter.
Prerequisite: 101¹-101²-101³.

22¹-22²-22³—**Band Music.** One hour each quarter.
No credit will be given unless a student is a member of the band three consecutive quarters.

52¹-52²-52³—**Band Music.** One hour each quarter.
Prerequisite: 22¹-22²-22³.

102¹-102²-102³—**Band Music.** One hour each quarter.
Prerequisite: 52¹-52²-52³.

152¹-152²-152³—**Band Music.** One hour each quarter.
Prerequisite: 102¹-102²-102³.

ART

Miss D'Olive

Art students make direct visits to local exhibits which are sponsored by the Hattiesburg Art Association.

Exhibitions in the campus gallery are conducted by a committee of art majors.

The Department reserves the right to retain student work for exhibition purposes.

25—**Introductory Art.** Four hours.
Fundamentals of lettering; perspective; light and shade; figure and animal drawing; color theory; still life; landscape; design.

26—**Elementary School Art.** Four hours.
Prerequisite: Fine Arts 25.
Problems in this course follow work suggested by the Mississippi Course of Study in Art for Elementary Schools.

75 a, b, c—**Drawing and Painting.** Four hours each quarter.
Prerequisite: Fine Arts 25.
Problems in drawing, tonal relationship and color as applied to still life, figure and landscape compositions. Charcoal, watercolor, oil.

77—**Design.** Four hours.
Creative problems based on art elements and principles. Techniques of block-printing and stencilling.

115—**Hand Puppets.** Four hours.
Recommended for teachers and recreation workers. Designing, making and costuming of different types of puppets. Adapting and presenting plays.

116—**Evening Sketch Class.** Two hours.
One night a week.

117—**Figure Drawing.** Two hours. (May be repeated for credit.)
A study of figure construction in different mediums.

125—**Teaching of Art.** Four hours.
Prerequisite: Fine Arts 25, 26.
Aims and activities of art education in the elementary grades. Materials, equipment, sources of supply, etc.

127—**Commercial Art.** Four hours.
Prerequisite: Fine Arts 25.
Principles of layout in signs, posters, illustrated folders. Lettering in pen and brush; built up letters.

129—**Clay Modeling.** Four hours.
Fundamental principles of work in relief and in the round. Plaster casting, glazing.

135—**Crafts.** Four hours.
Recommended for teachers and recreational workers. Experience in various materials. Problems determined by needs of class.

136—**Ceramics.** Four hours.
Designing and making decorative and pottery forms. Types of decoration, glazing, firing.

140—**Art Appreciation.** Four hours.
A survey course with emphasis on design in relation to painting, sculpture, and architecture. Open to all students.

141a, b, c—**Graphic Arts.** Four hours each quarter.
Introductory work in etching, lithography, and wood-block printing.

143—**Interior Decoration.** Four hours.
A course in the fundamentals of design as applied to room furnishing.

155a, b, c—**Advanced Drawing and Painting.** Four hours each quarter.
A continuation of Fine Arts 75a, b, c, with emphasis on compositions.

DIVISION OF HEALTH AND PHYSICAL EDUCATION

R. E. Schwartz, Chairman

All freshmen are required to take Seasonal Sports and Activities numbered **1, 2,** and **3** or Modified Physical Education numbered **11, 12,** and **13.**

All sophomores are required to take Seasonal Sports and Activities numbered **4, 5,** and **6** or Modified Physical Education numbered **14, 15,** and **16.**

Juniors and seniors may choose their activity courses from those offered each term.

HEALTH EDUCATION

Dr. Schwartz, Dr. McLeod, Dr. Vivian S. Smith
Mr. Owings, Miss Beedie E. Smith

27—**Community Hygiene.** Four hours.
Hygenic measures pertaining to the school and the community.

79—**Hygiene of the School Child.** Four hours.
Personal hygiene of the school child.

112—**Control of Communicable Diseases in Public Schools.** Two hours.
A study of children's diseases, recognition of symptoms and safeguards in the prevention of epidemics.

125—**Personal Hygiene, Advanced.** Four hours.
An advanced course in personal hygiene.

129—**Physiology.** Four hours.
A study of the organs of the human body and how they function.

130—**Hygiene of the Home.** Two hours.
A study of hygenic measures dealing with sanitation in the home.

133—**First Aid.** Two hours.
Standard first aid as approved by the American Red Cross.

134—**Home Nursing.** Two hours.
The care of the sick in the home.

136—**Anatomy.** Four hours.
A study of the muscles of the body; their origins and insertions.

143—**Advanced First Aid.** Two hours.
Prerequisite: Health 133.

150—**Community Health Problems.** Four hours.
Through lectures and visits to various dairies, water plants, etc., this course attempts to inform the teacher of his responsibility to his community and to provide means for the removal of any health problems.

152—**Physiology of Exercise.** Two hours.
A study of the physiological changes which occur in the body during muscular activity.

154—**Methods of Teaching Health in Elementary Schools.** Four hours.
Materials necessary and techniques used in teaching health in the first six grades.

155—**Methods of Teaching Health in Secondary Schools.** Four hours.
Materials necessary and means of presenting factual knowledge regarding health to the high school student.

166—**Advanced Anatomy.** Four hours.
A continuation of Health 136.

167—**Histology.** Four hours.

PHYSICAL EDUCATION FOR WOMEN

Miss Sierakowski

56—**History of Physical Education.** Two hours.
A study of physical education from the days of primitive man to the present.

70—**Introduction and Principles of Physical Education.** Four hours.
Fundamental theories and concepts of physical education and its place in the education of the child.

110—**Techniques of Teaching Major and Minor Sports.** Four hours.
Methods of teaching fundamental skills and tactics of the major and minor sports.

120—**Techniques of Teaching Tumbling and Calisthentics.** Two hours.
Methods of teaching skills involved in tumbling, calisthentics, and pyramid building. (Winter Quarter only).

122—**Techniques of Teaching Rhythmics.** Two hours.
Methods of teaching fundamental skills of rhythmical activities, especially for the elementary grades.

142—**Techniques of Teaching Swimming.** Two hours.
Methods of teaching swimming to beginners.

144—**Life Saving and Water Safety.** Two hours.
Theory and practice of water safety as designed by the American Red Cross.

146—**Club and Community Leadership.** Four hours.
Preparation for leadership in club activities such as the Girl Scouts, church groups, and adult civic organizations within the community.

149—**Elementary Methods in Physical Education.** Four hours.
This course deals with the actual presentation of games and activities and the equipment necessary for a program in physical education for the elementary grades.

151—**High School Methods in Physical Education.** Four hours.
This course deals with the actual presentation of subject matter and the equipment necessary for carrying on a physical education program in secondary schools.

153—**Playground Supervision.** Four hours.
This course is designed for classroom teachers in elementary schools who are not physical education majors but may be responsible for the play activity of their pupils.

155—**Officiating Major and Minor Sports.** Four hours.
Theory and practice of officiating volleyball, basketball, softball, badminton, and tennis according to the rules of NSWA.

181—**Preventive and Corrective Physical Education.** Four hours.
An introduction to the postural defects and minor ailments which may be lessened by use of corrective exercise.

182—**Kinesiology.** Four hours.
This course involves detailed study of important muscle groups and how they work in the mechanics of bodily movements.

190—**Organization and Administration of Physical Education.** Four hours.
This course designed primarily for the student who plans to do graduate work in the field of physical education and for principals or superintendents who are interested in establishing a physical education program in their schools.

Activity Courses for Women

1w, 2w, 3w—**Seasonal Sports and Activities.** One hour each quarter.
Fundamental skills and practices involved in such activities as volleyball, basketball, softball, tumbling, calisthentics, folk dancing, and social dancing. (Required of all freshmen).

4w, 5w, 6w—**Seasonal Sports and Activities.** One hour each quarter.
More advanced skills presented and opportunity for participation in team sports. (Required of all sophomores).

11w, 12w, 13w—**Modified Physical Education.** One hour each quarter.
To be taken in place of courses numbered 1, 2, and 3 where the individual is unable to participate in competitive team sports.

14w, 15w, 16w—**Modified Physical Education.** One hour each quarter.
To be taken in place of courses numbered 4, 5, and 6 where the individual is unable to participate in competitive team sports.

73—**Social Dancing.** One hour.

75—**Swimming.** One hour.

101—**Softball.** One hour.

108—**Badminton.** One hour.

109—**Archery.** One hour.

112—**Golf.** One hour.

117—**Folk Dancing.** One hour.

119—**Bowling.** One hour.

121—**Basketball.** One hour.

123—**Calisthentics and Tumbling.** One hour.

125—**Swimming, Advanced.** One hour.

134—**Tennis.** One hour.

139—**Volleyball.** One hour.

PHYSICAL EDUCATION FOR MEN

Mr. Green Mr. Vann

The Physical Education Department for Men is organized and operated to perform a three-fold purpose: (1) to promote and improve the health and physical fitness of the college student; (2) to prepare teachers, athletic coaches and administrators in the field of Physical Education and Recreation; (3) to promote and provide opportunities for student participation in a leisure-time recreational sports program and inter-collegiate sports program.

Veterans are not required to take physical education activity courses unless they are physical education majors; however, all are encouraged to take part in some seasonal activity.

All men are required to have suitable activity uniforms consisting of shorts, "T" shirts and soft soled shoes.

Theory Courses

56—**History of Physical Education.** Two hours.

A study of physical education from the days of primitive man to the present.

70—**Introduction and Principles of Physical Education.** Four hours.

Fundamental theories and concepts of physical education and its place in the education of the child.

85—**Officiating Competitive Sports.** Two hours.

This course includes an introduction to the major and minor sports from the standpoint of studying the rules and the techniques of officiating.

100—**Coaching of Competitive Sports.** Six hours.

The coaching of football, basketball, baseball, boxing and track and field are covered. This course is so arranged that the student will complete two hours of work each quarter. Football—fall quarter; basketball and boxing—winter quarter; baseball and track and field—spring quarter. By making this an S course a student wil be able to complete entire course during the summer quarter or half during a term of the spring quarter.

118—**Care of Athletic Injuries.** Two hours.

Prerequisite: First Aid, Health 133.

Theory and practice in care and prevention of athletic injuries. Offered Fall and Spring Quarters only.

120—**Techniques of Teaching Tumbling and Calisthentics.**—Two hours.

Methods of teaching skills involved in tumbling, calisthentics, and pyramid building. (Winter Quarter only).

140—**Recreational and Community Leadership.** Two hours.

The organization and administration of intramurals, leisure time activities for use in the school or community.

158—**Materials and Methods for Secondary Schools.** Four hours.
This course includes aims, scope and program planning for high school level, college level and adult groups.

160—**Technique of Athletic Management.** Four hours.

A course in business management of major and minor sports; covers the athletic director's responsibility and the school administrator's problems.

181—**Preventive and Corrective Physical Education.** Four hours.
An introduction to the postural defects and minor ailments which may be lessened by use of corrective exercise.

182—**Kinesiology.** Four hours.
This course involves detailed study of important muscle groups and how they work in the mechanics of bodily movements.

190—**Organization and Administration of Physical Education.** Four hours.
This course designed primarily for the student who plans to do graduate work in the field of physical education and for principals or superintendents who are interested in establishing a physical education program in their schools.

Activity Courses for Men

1m, 2m, 3m—**Seasonal Sports and Activities.** One hour each quarter.
Fundamental skills and practices involved in such activities as volleyball, basketball, softball, tumbling, calisthentics, folk dancing and social dancing. (Required of all freshmen).

4m, 5m, 6m—**Seasonal Sports and Activities.** One hour each quarter.
More advanced skills presented and opportunity for participation in team sports. (Required of all Sophomores).

11m, 12m, 13m—**Modified Physical Education.** One hour each quarter.
To be taken in place of courses numbered 1, 2, and 3 where the individual is unable to participate in competitive team sports.

14m, 15m, 16m—**Modified Physical Education.** One hour each quarter.
To be taken in place of courses numbered 4, 5, and 6 where the individual is unable to participate in competitive team sports.

75—**Swimming.** One hour.

102—**Varsity Football.** One hour.

104—**Varsity Basketball.** One hour.

106—**Baseball.** One hour.

108—**Badminton.** One hour.

109—**Archery.** One hour.

112—**Golf.** One hour.

116—**Softball.** One hour.

119—**Bowling.** One hour.

124—**Volleyball, Horseshoes.** One hour.

125—**Swimming, Advanced.** One hour.

131—**Field Sports.** One hour.

132—**Track and Field.** One hour.

134—**Tennis.** One hour.

136—**Gymnastics.** One hour.

138—**Boxing.** One hour.

DIVISION OF HOME ECONOMICS

Bertha Fritzsche, Chairman

Miss Fritzsche, Miss Thompson, Miss Campbell

Miss Owings, Miss Rutland

Students who are candidates for the B.S. degree with a major in Vocational Home Economics should follow the curriculum outlined below:

Freshman

	Hours
Library Science 29	1
English Composition and Grammar	10
Science 25, 26, 27	12
Social Studies, including History 29	12
Home Economics 26 or 50	4
Home Economics 37	4
Physical Education	3
Elective	2
Total	48

Sophomore

Social Science 55	4
Science 139	4
Sociology 63 or 75	4
Science 37, 39	8
Fine Arts 77	4
Psychology 65	4
Science 92	4
Home Economics 85	4
English (two Sophomore Courses)	8
Physical Education	3
Elective	1
Total	48

Junior

Science 136	4
Psychology 119	4
Education 162	2
Education 113	4
English (Speech)	4
Home Economics 104	4
Home Economics 105	4
Home Economics 135	4
Home Economics 180	4
Home Economics 115	4
Home Economics 128	2
Health 129 or 136	4
Physical Education	3
Elective	1
Total	48

Senior

Home Economics 125	4
Home Economics 138	4
Home Economics 150	4
Science 145 or Home Economics 200	4 or 5
Education 185, 186	10
Home Economics 196	4
Home Economics 197	6
Health 133, 134	4
Physical Education	1
Elective	7 or 6
Total	48
Sum Total	192

Students who are candidates for the A.B. degree with a major in Homemaking should follow the curriculum outlined below:

Freshman

	Hours
History 29, Miss. History	4
Library Science 29	1
English Composition and Grammar	9 or 10
Home Economics 26 or 50, Clothing	4
Home Economics 37, Foods	4
Foreign Language	12
Science 37 and 39, Biology (Animal-Plant)	8
Physical Education	3
Total	48

Sophomore

Social Science 55, Economics	4
Social Science 63 or 75, Sociology	4
Fine Arts 77, Design	4
Psychology 65, Elementary Psychology	4
Home Economics 85, Foods	4
English (two Sophomore Courses)	8
Health 79, Hygiene	4
Foreign Language	12
Physical Education	3
Elective	1
Total	48

Junior

Fine Arts 140, Art Appreciation	4
Home Economics 104, Art Related to Home and Class	4
Home Economics 105, House Furnishing	4
Home Economics 135, Nutrition	4
Home Economics 115, Household Equipment	4
Home Economics 128, The Family	2
Science 137, Household Physics	4
Psychology 116, Child Psychology	4
Science 139, Bacteriology	4

Physical Education	3
Social Science	8
Speech	4
Electives	1
Total	48

Senior

Home Economics 125, Advanced Clothing & Consumer Problems	4
Home Economics 138, Child Development	4
Home Economics 150, Clothing for the Family	4
Home Economics 196, Household Economics	4
Home Economics 197, House Residence	6
Health 133, Home Nursing, and 134, First Aid	4
Home Economics 220, Child Development	4
Physical Education	1
Home Economics 142	4
Electives	13
Total	48

CLOTHING, TEXTILES AND RELATED ART

26—Textiles and Clothing. Four hours.

Two one-hour recitations and two two-hour laboratory periods a week.

The purpose of this course is to enable the student to select intelligently those textiles most commonly used and to enable the student to plan, select, construct, ,and care for her wardrobe. This involves a study of (1) garments suited to income, occasion and individual (2) planning and making garments of cotton, rayon, or linen, (3) care of these garments, (4) the use and care of the sewing equipment, (5) the selection and use of commercial patterns, and (6) the proper accessories.

50—Textiles and Clothing. Four hours.

Prerequisite: H. E. 26 or its equivalent.

Two one-hour periods and two two-hour laboratory periods weekly.

A study of the characteristics, uses, and costs of standard material; simple tests for identifying fibers. Individual problems are chosen with emphasis on selection of suitable material; fitting and construction problems involved. Tailored garments of wool and wool substitutes are given major consideration. Remodeling and mending of garments are encouraged.

104—Art Related to the Home and Dress. Four hours.

Prerequisite: Fine Arts 77.

Three one-hour periods and one two-hour period per week.

The purpose of this course is to develop an understanding of the application of the principles of design in clothing, clothing accessories, exterior and interior of houses. Opportunity is furnished for practical solutions of personal and home design problems.

105—Housing and House Furnishings. Four hours.

Prerequisite: H. E. 104.

Three one-hour periods and one two-hour period a week.

The purpose of this course is to study the economic and sociolog-

ical problems in housing and house furnishings; house plans in relation to their influence on family life; trends in heating, plumbing and lighting the house; selection and arrangement of house furnishings.

125—**Advanced Clothing and Consumer Problems.** Four hours.
Two one-hour periods and two two-hour periods per week.
Prerequisite: H. E. 26 or 50; H. E. 104.
Selected topics dealing with development in the clothing field; problems of the household buyer resulting from the introduction of new textile fibers and fabrics; new manufacturing processes and their relation to proposed standards of legislation for consumer protection; advanced work involving designing, construction, fitting, tailoring, and procedures essential to independent work are included.

150—**Family Clothing and Textiles.** Four hours.
Prerequisite: H. E. 26 or 50; H. E. 104.
Two one-hour periods and two two-hour periods a week.
This course deals with planning the wardrobe within different income levels; renovating, remodeling old garments and construction of new garments for all members of the family; the designing and construction of a child's self-help garment. Special emphasis is placed on economic problems with which families are faced in meeting their clothing needs.

FOODS AND NUTRITION

37—**Food Study.** Four hours.
Two theory and two laboratory periods weekly.
A short study of the body's need for food and the application of this study in the planning, preparation and serving of simple meals in family groups.

85—**Advanced Foods.** Four hours.
Prerequisite: H. E. 37.
Two theory and two laboratory periods weekly.
A continuation of Food Study 37 with emphasis on more advanced meal planning, preparation and service. Scientific principles of cookery are emphasized.

123—**Elementary Course in Nutrition.** Two hours.
This course is planned for students other than home economics majors, to instruct them in the nutritional needs of the body and the selection of food to meet these needs. Such laboratory work as the instructor deems necessary will be included.

135—**Nutrition.** Four hours.
Prerequisite: H. E. 85.
Two theory and two laboratory periods weekly.
An intensive study of the body's need for food. Includes chemistry of digestion; care of the digestive system; energy, protein, mineral and vitamin requirements of the body during childhood. adolesence, adult life and old age with the simplest ways of meeting these requirements.

142—**Experimental Foods.** Four hours.
Prerequisite: H. E. 85; Science 136.
Two theory periods and two double periods.
Elementary research to determine factors affecting standard products. Experimentation in preparation, ingredients, methods of cooking, temperature and utensils used.

144—**The School Lunch.** Four hours.

Prerequisite: H. E. 85.

One theory period and three double periods weekly.

Actual experience in menu planning and large quantity food preparation for a school lunch room; food buying and serving. A study of equipment and organization for school lunch rooms.

CHILD DEVELOPMENT AND THE FAMILY

128—**The Family.** Two hours.

A study designed for increasing understanding of personalities in relation to life in a family group; insight into the aspects of marriage and family relationships; responsibilities of parents of families of tomorrow.

138—**Child Development.** Four hours.

Three one-hour recitations and five hours of observation and participation in the Nursery School weekly.

This course is designed to create interest in pre-school children and to develop an understanding of the developments and behavior patterns of pre-school children; problems involved in guiding children towards happy, successful adulthood.

220—**Advanced Child Development.** Four hours.

Prerequisite: H. E. 138.

Two one-hour recitations weekly plus six hours of participation in the Nursery School.

This course is for students interested in further study of preschool children and in developing techniques and accepting full responsibilities in the daily activities of the Nursery School.

THE HOUSE AND HOME MANAGEMENT

115—**Household Appliances.** Four hours.

Prerequisite: H. E. 85.

Two theory and two laboratory periods weekly.

A study of the selection, operation, care and arrangement of appliances in the home. Minor repairs are emphasized.

196—**Household Economics.** Four hours.

Problems of homemaking relating to the wise use of time, energy, money and resources of the home. Consumer problems of the homemaker are considered with ways of better meeting these problems.

197—**Practical Home Management.** Six hours.

Prerequisite: H. E. 135, H. E. 196.

The aim of this course is to apply the principles of homemaking through actual participation in responsibilities and activities of the home. Students live in the home management house for one quarter and assume the care of the home, meal planning, preparation and serving for a family group, care of a baby, and social responsibilities of the home.

A desired outcome of this group life is that the student may have acquired habits of efficient homemaking and ability to maintain worthy family relationships.

HOME ECONOMICS EDUCATION

146—**Teaching Food and Nutrition in the Elementary Grades.** Four hours.

Three one-hour theory and one two-hour laboratory periods.

This course is planned to give those preparing to teach in the elementary grades some understanding of materials and methods for teaching nutrition. Help will be given in recognizing evidences of good nutrition in children. The use in teaching elementary school children of practical problems in food production, establishing desirable habits of food preparation and eating will be included. The part the school lunch room plays in an educational program will be considered.

180—**The Teaching of Homemaking.** Four hours.

Prerequisite: Junior standing in Home Economics.

A study of the place of homemaking in the whole school program. Special emphasis is given to objectives, class and home experiences, organization of teaching plans and materials, and evaluation for the Junior and senior high school homemaking program. Consideration is given to the teacher's part in the school lunch program, F. H. A. Club work, and other school or community activities.

185-186—**Student Teaching and Observation (Participation in Homemaking.)** Ten hours.

Prerequisite: H. E. 180.

Opportunities are provided for observation of homemaking in the elementary school program, and in junior and senior high school homemaking classes.

Student teaching opportunities are provided in the Demonstration School on the campus, and in a few of the other schools in the state where there is a strong homemaking program. For off-campus teaching, students reside in the community during their six weeks period of teaching. Planned participation in the school lunch room program, P. T. A. meetings, chapel programs, and other regular school or curricular activities is part of the total student teaching experiences.

200—**Teaching Homemaking to Adults.** Five hours.

Prerequisite: H. E. 180.

A study of the adult homemaking program with experiences which will help to effectively participate in it.

DIVISION OF INDUSTRIAL ARTS

Mr. Thomas

27—**Mechanical Drawing.** Two hours.

Use of drawing instruments, geometric constructions. Conventions used in depicting objects for reproduction. Representation in one, two and three dimensions. Shades and shadows. Object drawing. Special practice in lettering. Orthographic projection, cross-sections, dimensioning. Four hour class.

28—**Mechanical Drawing.** Two hours.

Development of surfaces and intersections for sheet metal work. Isometic, oblique, and cabinet projection. Drafting room practice. Advanced study of working drawings, detail and assembly, sheet lay-out, and structures. Four hour class.

87—**Mechanical Drawing.** Two hours.

Approved drawing room methods and modern standards are studied and applied. Neatness, accuracy, and economy of time are stressed.

Tracing and various methods of reproducing drawings are studied. Advanced work in lettering. Four hour class.

31—**Woodwork.** Four hours.
A course designed to develop skill, knowledge and appreciation in the care and use of woodworking tools, materials, processes, and products. The course will include the following: hand and machine tools, tool processes, tool maintenance, wood and lumber, joints, gluing, nails and screws, wood turning, carving and inlaying, finishing and upholstery. Eight hour class.

63—**Advanced Woodwork.** Four hours.
Continuation of Industrial Arts 31 with emphasis on trade practices and production work. Window and door frame construction, staircase design, cabinet making, roof framing, and finishes will receive special attention. Eight hour class.

125—**Wood Turning.** Four hours.
Prerequisite:Industrial Arts 31.
Elementary to advanced lathe work. Different types of turning and scroll work will be offered. Finishing and polishing. Students will select individual projects. Eight hour class.

41—**General Shop.** Four hours.
This course is a general course in accordance with the modern development of industrial education. Sheet, metal, elementary electricity, and house wiring are main topics covered. Eight hour class.

20—**Industrial Arts for Elementary Teachers.** Four hours.
A course for teachers of both lower and upper elementary work. It is intended as an aid to the teacher in her preparation to guide the children in all free activities. Cardboard and wood construction, clay modeling, weaving, coping saw work, letter cutting and basketry will be included.

127—**Home Planning and Construction.** Four hours.
A course arranged for students interested in the planning of homes. The study of houses of various types will be taken up in detail. Each member of the class will be required to make a complete plan of a modern home, having all conveniences. The students in this class will also be taught blueprint reading in order that they might understand the meaning of lines, dimensions, and characters pertaining to plans. Students will have access to mechanical drawing instruments, so that they may be enabled to draw their plans accurately and to scale. Homes in process of construction will be visited by the students of this class.

DIVISION OF LANGUAGE AND LITERATURE

Wilbur W. Stout, Chairman

The courses offered by the Division of Language and Literature are intended to satisfy the needs of students who are working out formal requirements in various divisions or departments of the college. Some of these requirements now stand as follows:

Bachelor of Arts

Freshmen take English Composition 25-26-27-28, and Library Science 29 and either French, Spanish or German.

Sophomores take English Literature 75-76, American Literature 80, and continue the foreign language chosen. Public speaking 52 is recommended.

Junior and seniors majoring in English take the Junior-Senior Tutorial—except in the summer quarter when electives may be substituted.

Bachelor of Science (Elementary)

Freshmen take English Composition 25-26-27-28, and Library Science 29.

Sophomores take English Literature 75-76, and Public Speaking 52.

Students majoring in English under these curricula take enough elective hours to raise their total to 36, of which sixteen must be on the senior college level.

(High School)

Freshmen take English Composition 25-26-27-28, and Library Science 29.

Sophomores take English Literature 75-76, American Literature 80, and Public Speaking 52.

Juniors take American Literature 110.

Seniors intending to qualify as teachers of English take **Methods in English 141.**

If English is the major field, the Junior-Senior Tutorial in English becomes a requirement—except in the summer quarter when electives may be substituted.

Bachelor of Music

Freshmen take English Composition 25-26-27-28. (Freshmen in music education take Library Science 29).

Sophomores take English Literature 75-76.

Juniors in piano, violin, and 'cello take either French or German. Juniors in voice and composition take French.

Seniors in voice and composition take German .

Pre-Professional

Freshmen take English Composition 25-26-27-28. Also Library Science 29.

Sophomores in pre-legal and pre-engineering take English Literature 75-76. Sophomores in pre-medical and pre-dental take either French or German. Sophomores in pre-legal take French. All sophomores are advised to take Public Speaking 52.

ENGLISH

Dr. Stout Dr. Shands Miss Hickman Miss Webb

25-26-27—**English Composition.** Three hours each quarter. The purpose of Freshman English is to develop in the student an ease and fluency in the use of the language on various occasions. Some of the assignments are intended to counteract an early overseriousness that makes for a heavy correctness of style, rigid notions about syntax, and a studied platform manner. Topics are chosen with the widest possible range of interest. Surprise topics are used until the student can no longer be taken by surprise. Provocative topics help to eliminate dullness and to cultivate animation and sincerity. Later in the course, when mental and physical stiffness have given way to some felicity of expression, more and more care can be turned to orderly thinking and the logical arrangement of material.

Superior students may be excused from English 25 on the basis of an examination.

28—**Mechanics of Writing.** One hour

This is a workbook course in the amenities of Standard English, with extended drill in the details of spelling, pronunciation, punctuation, and the idioms of expression.

Freshmen and transfer students who possess adequate skill in formal grammar and mechanics may be excused from English 28 on the basis of an achievement test.

Any student reported and found deficient in accepted usage may be assigned to English 28 and required to continue until the deficiency is removed.

37-a-b-c—**Introduction to School News.** Two hours each quarter.

Gathering and appraisal of facts about public education, with a view to giving the public news about the school system and the process of education.

Members of the class have the opportunity to see their work published occasionally in the **Student Printz**, campus newspaper.

41—**Business English.** Four hours.

A course for secretaries in the style, content, and general appearance of business letters. Some attention to formal reports and the efficient handling of correspondence.

Use of typewriter is indispensable and is a prerequisite for admission to the course.

52-53-54—**Elementary Public Speaking.** Four hours each quarter.

The fall quarter begins with principles of speech, and the use of the voice as a wind instrument. Drill in phonetics, diction. tone development, voice projection. Simple situations to gain bodily freedom and stage presence.

The winter quarter takes up oral interpretation. The devices of inflection, pitch patterns, change of tempo, and emotional contrasts. Reading of short stories and narrative poetry. Use of pantomine as a help in getting into character.

The spring quarter advances to argumentation and principles of persuasion. Admission of evidence, scope of jurisdiction, and the chain of thought that leads to a definite decision.

75-76—**Survey of English Literature.** Four hours each quarter.

Readings in the literature of England. The first part begins with the Anglo-Saxon period and carries the survey down to the end of the eighteenth century. The second part continues the chronology and covers Romanticism, the Victorian period, and contemporary literature.

Part I is not a prerequisite to Part II.

80—**Survey of American Literature.** Four hours.

A survey of the principal landmarks of American literature, against a background of their social, economic, and cultural motivation.

110—**Great American Writers.** Four hours.

An intensive study of selected American writers. Some attention to trends and doctrines of literary criticism.

115—**Advanced Public Speaking.** Four hours.

Writing and delivery of more formal speech types. Participation

in public discussion, assemblies, and forensics. Platform behavior. Parliamentary law. Microphone technique.

Open to students who have had elementary public speaking or the equivalent.

120 a-b-c—**Stage Scenery for Amateurs.** Two hours each quarter.

A course for technical directors in types of standing scenery and hanging scenery. Drafting simple plans, construction of cardboard models, and a small amount of actual practice in building set-pieces for the college stage. Duties of stage manager and stage crew. Exercises in stagecraft and handling scenery for rehearsal and production. Developing and improving the school theatre.

Fee for supplies and materials used in course, $2.00 per quarter.

123—**Shakespearean Comedy.** Four hours.

An introductory course stressing the development of Shakespeare as a poet and dramatist, as exemplified in the earlier plays and the later romantic comedies.

124—**Shakespearean Tragedy.** Four hours.

A consideration of Shakespeare's mind and art as expressed through the great tragedies.

125—**The Romantic Poets.** Four hours.

An intensive study of the chief works of the greater poets from 1789 to 1832.

126—**The Victorian Poets.** Four hours.

An intensive study of the major Victorian poets.

127—**The English Novel.** Four hours.

Readings in the development of the English novel from Henry Fielding to the present time.

131-132-133—**Junior-Senior Tutorial.** Four hours each quarter.

The fall quarter is a study of Epic and Romance. Readings in Beowulf, the Cid, the Song of Roland, the Nibelungenlied, the Eddas and Sagas. Attention to the development of material in Le Morte d'Arthur, the Mabinogion, the High History of the Holy Grail, Parzival, Romance of the Rose, the beast epic of Reynard the Fox, the Gesta Romanorum, Chaucer's Canterbury Tales, and the Lays of Marie de France. Mediaeval allegory and mysticism in Dante's Divine Comedy.

The winter quarter takes up studies in mediaevalism. Selections from the Corpus Christi cycles, the moralities, and the interludes. Masking, mummery, folk festivals, and pageantry of the church. Readings in the prose of Marco Polo and Mandeville, the chronicles of Froissart and Holinshed, and in the English and Scottish popular ballads. Investigation of the references in Marlowe's Dr. Faustus to astrology, alchemy, magic, and theosophy.

The spring quarter moves into the early Renaissance. Oxford reformers, early Tudor poets, sonnet sequences, and the epic of the Faerie Queene. Books of cunning and courtesy including Machiavelli, Castiglione, Elyot, and Rabelais. The imitators of Plautus, Terance, and Seneca. Development of prose style. The Protestant tradition as represented by Calvin, Luther, and the vernacular Bible. Shakespeare's predecessors: Kyd, Lyly, Marlowe, Peele, Greene, Nash.

This sequence is offered in 1946-47 and alternate years. Required of juniors and seniors majoring in English.

134-135-136—Junior-Senior Tutorial. Four hours each quarter.

The work of the fall quarter approaches Puritanism through the writings of Milton and John Bunyan. A review of the Puritan movement in England and New England. Closing of the theatres and establishment of the Commonwealth. Rise of the Puritan oligarchy in Massachusetts. General acquaintance with controversial literature.

The winter quarter offers readings in the literature of the Augustan period. Development of the critical spirit, with ideals of taste, polish, good sense, and reason. Codes of morality and correctness. Trust in rules and patterns. Cultivation of urbanity.

The spring quarter cuts geographical lines to make a study of the revolutionary naturalism that shook the western world between the emergence of Rousseau (1749) and the death of Hegel (1831). Comparative reading in the literature of France, England, Germany and America.

This sequence is offered in alternate years. Required of juniors and seniors majoring in English.

141—The Teaching of Junior and Senior High School English. Four hours.

An attempt to anticipate the various problems that arise in the teaching of English.

GERMAN

Dr. Shands

35-36-37—First Year German. Four hours each quarter.

The aim of this course is to acquaint the students with the rudiments of the German language, with the emphasis primarily on fitting them to read it understandingly.

85-86-87—Second-Year German. Four hours each quarter.

The aim of this course is to continue the work of the first year, with a gradually increasing emphasis on the active phases of conversation and composition. About five hundred pages of nineteenth century prose will be read.

FRENCH

Miss H. Jackson

25-26-27—First Year French. Four hours each quarter.

The aim of this course is to give the student a reading knowledge of French of moderate difficulty, an intelligible pronunciation, and an understanding of spoken French within the vocabulary range of the class. The emphasis of the course is on the essentials of French grammar, vocabulary, and pronunciation, and the subject matter of the reading material selected will give the student information concerning French life, culture, and civilization.

75-76-77—Second Year French. Four hours each quarter.

The aim of this course is to continue the work of the first year with an increasing emphasis on conversation, composition, and translation. The course will consist of a grammar review with a special study of idioms and verbs, class conversation and the reading of selections from classic and modern French writers and from current French periodicals.

145-146-147—**Third Year French.** Four hours each quarter.

The aim of this course is to fit students who have taken first and second years of French to teach it in the high schools of the state. The work will be divided into three parts: (a) review of grammar and composition; (b) survey of the field of French literature; (c) reading of the most outstanding masterpieces of the several periods of French literature.

SPANISH

Miss H. Jackson

31-32-33—**First Year Spanish.** Four hours each quarter.

The aim of this course is to give the student a reading knowledge of Spanish of moderate difficulty, an intelligible pronunciation, and an understanding of spoken Spanish within the vocabulary range of the class. The emphasis of the course is on the essentials of Spanish grammar, vocabulary, and pronunciation; and the subject matter of the reading material selected will give the student information concerning the life, culture, and civilization of Spain and other Spanish speaking countries.

81-82-83—**Second Year Spanish.** Four hours each quarter.

The aim of this course is to continue the work of the first year with an increasing emphasis on conversation, composition, and translation. The course will consist of a grammar review with a special study of idioms and verbs, class conversation, and the reading of selections from classic and modern Spanish writers and from current Spanish periodicals.

148-149-150—**Third Year Spanish.** Four hours each quarter.

The work of this course will be divided into three parts: (a) review of grammar and composition; (b) survey of the field of Spanish literature; (c) reading of the most outstanding masterpieces of the several periods of Spanish literature. The aim of the course will be to fit students who have taken the first and second years of Spanish to teach in the high schools of the state.

LIBRARY SCIENCE

Miss Roberts

The Library, in cooperation with the Department of Education offers eighteen quarter hours in School Library Science. which prepares the student to meet the requirements of the State Department of Education for teacher-librarians. Technical courses 132 and 135 should not be taken without additional preparation in Library Science.

29—**How to Use the Library.** One hour.

This course is planned to give the students a working knowledge of some of the resources of the library through the study of the printed book, the decimal classifications, the card catalogue and the most important reference work. **Required of all students entering in their freshman year.**

116—**School Library Administration.** Four hours.

Methods of organization and administration of the small library, including loan system, order work, mechanical preparation of books, etc. The student is assigned practice work in the library.

117—Methods and Materials in Children's Literature. Four hours.

See Department of Education.

125—Adolescent Literature. Two hours.

A study of the reading interests of the adolescent with criteria for selecting books for the high school age.

127—Reference and Bibliography. Four hours.

Critical evaluation of standard works of reference in order to train the student to use and judge them for reference and research value, especially for the school library.

132—Cataloging. Two hours.

Instruction and practice in the formation of the card catalog, Library of Congress cards, accessioning, alphabetizing, etc. 135 is required with this course.

135—Classification. Two hours.

Principles of classification with practice in classifying books with the Dewey decimal system, the shelf list, book numbers, subject headings, etc. Must be taken with 132.

DIVISION OF PHYSICAL SCIENCES

O. V. Austin, Chairman

CHEMISTRY

Mr. Austin

24—Survey of Chemistry. Four hours.

Four theory periods per week.

A brief survey of the fundamental principles and processes of chemistry.

25—Inorganic Chemistry. Four hours.

Three theory and one double period per week.

A course in general inorganic chemistry. A study of the fundamental principles. A comparative study of the more common chemical elements and compounds together with the fundamental laws and theories concerning their combinations.

26—Inorganic Chemistry. Four hours.

Three theory and one double period per week.
A continuation of Course 25.
Prerequisite: Chemistry 25.

27—Inorganic Chemistry. Four hours.

Three theory and one double period per week.
A continuation of Course 26.
Prerequisite: Chemistry 26.

75—Analytical Chemistry—Inorganic Qualitative Analysis. Four hours.

One theory and three double periods per week.

A course intending to give the student a knowledge of the methods used in qualitative analysis. A study of the reactions, methods of separation and identification of the common metals and acids.

Prerequisite: Chemistry 27.

76—**Analytical Chemistry—Qualitative Analysis and Quantitative Analysis.** Four hours.

One theory and three double periods per week.

Qualitative Analysis completed and Quantitative Analysis begun. The quantitative work is designed to give an understanding of the techniques necessary in making quantity determinations.

Prerequisite: Chemistry 75.

77—**Analytical Chemistry—Quantitative Analysis.** Four hours.

One theory and three double periods per week.

The quantitative work is completed. Typical gravimetric and volumetrie determinations are studied with an introduction to instrumental analysis.

Prerequisite, Chemistry 76.

92—**Organic Chemistry.** Four hours.

Two theory and two double periods per week.

This is a short course in organic chemistry designed for students majoring in home economics. Both aliphatic and aromatic hydrocarbons are studied, and the application of organic chemistry to the home is emphasized.

Prerequisite: Chemistry 27.

130—**Organic Chemistry.** Four hours.

Two theory and two double periods per week.

This course intends to give the student a knowledge of the fundamental principles of the compounds of carbon. Reactions of the aliphatic hydrocarbons, with their derivatives, their nomenclature, classification, reactions, relationships and general applications, are studied.

Prerequisite: Chemistry 27.

Two theory and two double periods per week.

131—**Organic Chemistry.** Four hours.

A continuation of Course 130 finishing the study of the aliphatic hydrocarbons and taking up the study of the aromatic hydrocarbons.

Prerequisite: Chemistry 130.

132—**Organic Chemistry.** Four hours.

Two theory and two double periods per week.

A continuation of Course 131 completing the study of the aromatic hydrocarbons.

Prerequisite: Chemistry 131.

136—**Food Chemistry.** Four hours.

Three theory and one double period per week.

This is a brief course in the study of the composition and properties of foods: proteins, carbohydrates, fats, salts, etc.

Prerequisite: Chemistry 92.

PHYSICS

Mr. Frazier

23—**Survey of Physics.** Four hours.

Four theory periods per week.

A brief survey of the field of physics, similar in scope to Chemistry 24 or Biology 22.

80—**General Physics.** Four hours.

Two theory periods and two double periods per week.

A study of the physical laws and principles and their practical applications. A study of mechanics, hydrostatics, vectors, electricity, heat, sound, light, etc.

81—**General Physics.** Four hours.

Two theory periods and two double periods per week.

A continuation of Course 80.

Prerequisite: Physics 80.

82—**General Physics.** Four hours.

Two theory periods and two double periods per week.

A continuation of Course 81.

Prerequisite: Physics 81.

137—**Household Physics.** Four hours.

Three theory and one double period per week.

A course in physics especially designed for students of home economics, with emphasis placed upon the application of the principles of physics to the home.

145—**The Technique of Teaching Science.** Four hours.

Four theory periods per week with conferences.

This course will be of immediate value in giving teachers the technique of handling science classes. Selection, organization and presentation of subject matter is studied.

Prerequisite: Science 22, 23, 24, or their equivalent plus a full year of some science group and Education 113.

MATHEMATICS

Mr. Johnson

21—**Arithmetic for Teachers.** Four hours.

A thorough study of the fundamental operations of arithmetic with much practice on applications.

31—**College Algebra.** Four hours.

A first course in college algebra.

32—**College Algebra.** Four hours.

A second course in college algebra and continuation of 31.

35—**Plane Trigonometry.** Four hours.

36—**Spherical Trigonometry.** Four hours.

Prerequisite: Mathematics 35.

60—**Mathematics of Finance.** Four hours.

Prerequisite: A knowledge of geometric progressions and logarithms. This course treats of the mathematical principles of such things as building and loan associations, sinking funds, bonds, investments, life insurance, installment buying, and the amortization of debts.

75—**Analytic Geometry.** Four hours.

Prerequisite: Mathematics 35.

76—**Analytic Geometry.** Four hours.
Prerequisite: Mathematics 75. This is a continuation of 75.

100a, b, c, g—**Aerial Navigation.** One hour each quarter.

138—**The History of Mathematics.** Four hours.

131—**The Teaching of High School Mathematics.** Four hours.
This course should be taken after the student has finished as much as is possible of his training in mathematics. This course is designed to give the student some knowledge of the foundation on which mathematics is built, the aims and purposes of teaching it in the high school, curriculum problems, the organization and presentation of subject matter, methods of teaching, and methods of testing.

175—**Differential Calculus.** Four hours.
Prerequisite: Mathematics 75.

176—**Integral Calculus.** Four hours.
Prerequisite: Mathematics 175. This is a continuation of 175.

178—**College Geometry.** Four hours.
Geometry of the triangle and the circle.

180—**Theory of Equations.** Four hours.

DIVISION OF SOCIAL STUDIES

R. A. McLemore, Chairman

GEOGRAPHY

Miss Bolton

33—**Principles of Geography.** Four hours.

Required of elementary certificates. Study of the relations between natural environment and human life in the various regions of the earth. Emphasis on climate. Basis for all further geography study.

43—**Geography of Selected Countries.** Four hours.
A brief survey of the economic geography of important countries, their products and trade relations. Special emphasis on the United States.

110—**Geography of United States and Canada.** Four hours.
Open to sophomores.

118—**Geography of South America, Mexico and the Caribbean Countries.** Four hours.
A study of Latin America intended to acquaint the student with the geography of regions differing from his own in many respects. Open to sophomores.

130—**Physical Geography.** Four hours.
Students may substitute this course for Geography 33.

131—**Geology and Geography of Mississippi.** Two hours.

135—**Principles of Human Geography.** Four hours.
Not open to students who have had both Geography 33 and 130.

The relation of geographical environment to human activities. Illustrations from different countries and civilizations to show man's dependence on minerals, water bodies, land forms, vegetation and climate. Climate as a factor in civilization and the practical economy of peoples.

138—**Geography of Europe.** Four hours.
A study of European countries, their people, resources, products, etc., with emphasis on the possibilities of each country for development in a modern economy.

139—**Asia and Australia.** Four hours.
Method of treatment same as 138. China, Japan and India stressed.

140—**Geography of Africa.** Two hours.

145—**Advanced Economic and Commercial Geography.** Four hours.
After a brief survey of geographic principles the study deals with the leading commodities of world trade, their sources and exchange, and a short description of the countries that enter into this trade.

147—**Human Geography of the South.** Four hours.
A study of the geographical, historical, economic, and social factors that have gone into the making of the South as we know it today. Also some estimate of economic changes that might better the situation, suggested in the light of findings by research experts and scientific experiment.

160—**Geographic Influences in American Development.** Four hours.
Recommended for Social Studies majors. A study of the relation of geography to the exploration, settlement, and political, industrial, and social development of the United States.

HISTORY

Dr. McLemore Miss W. Jackson Mr. Gonzales

27—**World Civilization, 5000 B. C. to 1650 A. D.** Four hours.
This course is intended as a survey of world civilization from pre-historic times to the end of the Religious Wars with the Peace of Westphalia in 1648. The main purpose will be to study the trends in the history of the world with particular emphasis on their relation to present day living. While retaining politics as the most obvious strand in the development of human affairs, considerably more emphasis than is customary will be placed upon art, science, economics, religion and thought.

28—**World Civilization Since 1650 A. D.** Four hours.
This course is a continuation of History 27. It covers a time span of approximately the last 300 years. One half of the work will be devoted to a study of the momentous days of the 20th century with its two great world conflicts. Special emphasis will be placed on current events. The same approach to history employed in History 27 will be applied here.

29—**Mississippi History.** Four hours.
An introductory course dealing with Mississippi as a province, a territory and a state. Required of all Freshmen.

61—**American History to 1800.** Four hours.

This course is designed to give the student a survey of our political, social and economic history to 1800.

62—**American History 1800 to 1875.** Four hours.

A continuation of History 61 beginning with the Republican Revolution in 1800 and going through the reconstruction period.

63—**American History Since 1875.** Four hours.

A continuation of History 62. This course begins with the close of the reconstruction era and brings the survey down to the present.

109—**Problems of Mississippi History.** Four hours.

An advanced course dealing with special phases of Mississippi history. Particular emphasis is placed on the part Mississippi and Mississippians have played in national affairs. Not open to students who have had History 29.

110—**The Middle Ages.** Four hours.

An advanced course in European history covering the period from the creation of the Roman Empire to the beginning of the Renaissance.

125—**The Teaching of the Social Studies.** Four hours.

Designed for the teacher of the Social Studies. Treats of the problems of teaching centered around the teacher, his subjects and his classroom difficulties.

127—**Inter-American Relations.** Four hours.

A brief study of the Hispanic states from 1830 to the present with emphasis on the history of the ABC powers, Mexico, and Cuba. The course deals with the origin and development of the present-day problems of Hispanic America in the field of foreign relations. It treats of the diplomatic relations of the Hispanic American states with each other and primarily with the United States. Topics given intensive study are The Monroe Doctrine, Pan-Americanism, Caribbean Problems, and Mexican Relations.

128—**Early American Foreign Relations.** Four hours.

A survey of the foreign policy of the United States from the Revolution through the Civil War. Particular attention is devoted to the Monroe Doctrine and problems of expansion.

129—**Recent American Foreign Relations.** Four hours.

A continuation of History 128. Covers the period from 1865 to the present. Special emphasis is given to imperialism, the World War, the League of Nations and the World Court as they affect the United States.

140—**Civil War.** Four hours.

An intensive study of the period 1861-1865.

142—**Recent American History.** Four hours.

A consideration of the period from 1933 to the present. Units studied include labor, tariff and currency, imperial America, trusts, World War II, America and Internationalism.

174—**Early English History.** Four hours.

A survey of ancient and medieval England with emphasis on cus-

toms, literature, and institutions. Especially recommended for English majors and for those who contemplate a study of law.

175—**Modern English History.** Four hours.

A study of England from the time of the Stuarts. Especial emphasis is placed upon the development of political institutions, the industrial revolution, and imperialism.

176—**Reformation and Revolution.** Four hours.

An advanced course in European history covering generally the period from 1500 to 1815 with particular stress on the Lutheran revolt, the Counter-Reformation, the Religious Wars, the French Revolution, and the Napoleonic regime.

177—**Recent European History.** Four hours.

A study of the period from 1918 to the present.

185—**History of the Old South.** Four hours.

A reading, research, and discussion course for students particularly interested in the institutions and customs of the ante-bellum South. Special attention given to slavery, life on the plantation, manners and customs.

ECONOMICS

Dr. Wilber Mr. Harlan

The courses in Commerce numbered 130, 135, 140, 145, and 184 are open to students of Economics.

33—**American Economic Life.** Four hours.

The purpose of this course is to acquaint the student with a few of the modern economic problems, very little attention being paid to economic theory.

55—**Principles of Economics.** Four hours.

A study of the fundamental principles of economics underlying the present economic organization. The laws governing the consumption, the production, the distribution, and the exchange of wealth with attention to the problems of monopoly, nature of human wants, and business organizations. A practical course for rural communities.

77—**Labor Problems.** Four hours.

The aim of this course is to present the important facts in the history of organized labor in the United States, to analyse the chief problems which affect labor organizations and to evaluate the functions of organized labor.

129—**Public Finance.** Four hours.

The plan of this course intends to give the reader and student a reasonable amount of information concerning past and current governmental expenses, also both the history and present methods of taxation as illustrative principles which the future taxpayer and voting citizen should know concerning the finances of the government. Financial conditions of Mississippi will be stressed.

133—**Money and Banking.** Four hours.

This course presents an outline of modern American banking in its relation to other business. It is thought best to emphasize the business aspect of the bank as viewed from the outside rather than stress its internal organization too much. Particular attention has been given to the financing of the individual enterprise; the problems which

must be met by the business man, in whatever occupation engaged, in connection with the transaction of the banking side of his operation.

153—**Marketing.** Four hours.

A study of the principles, methods, and problems of marketing. It treats of the nature of the marketing process. It views the market structure as a whole and analyzes marketing problems and the devices used in solving them.

GOVERNMENT

Miss W. Jackson

25—**American Government.** Four hours.

This course offers a study in the science of government, particular attention being given to the origin and development of the federal system, and a comparison of this system with those of some of the European countries.

45—**County Government.** Four hours.

This course stresses the increasing importance of county government both in scope of its older functions and in the expansion of activities in new directions. Attention is given to the administration and operation of governmental activities in all of its various fields. The increasing scale of county finances and the steady expansion of county activities make an understanding of this part of our governmental system much more important than ever before.

Special attention will be given to the increasing importance of the social services the county government is being called upon to render.

105—**Parliamentary Law and Its Usage.** Two hours.

The aim of this course is to explain the generally accepted rules of the conduct of meetings and inform young men and women how to organize and conduct business in mass meetings and different kinds of societies.

106—**American Political Parties.** Two hours.

This course is a history of the leading political parties of the United States and a study of practical politics in such topics as nominating methods, campaigns and elections, party machinery, election laws, spoils systems, civil service reform and remedies for evils of present day political methods.

130—**State Government.** Four hours.

This course outlines the organization and problems of state government in the United States. The different forms of local government are discussed as parts of the state governmental organization rather than as independent institutions. Specific application will be made to the conditions existing in Mississippi, in trying to obtain a true picture of our own state government.

145—**Current Problems in Citizenship.** Four hours.

This course is intended to supply a background for intelligent appreciation of the facts about American government. Topics treated are immigration, naturalization, Americanization, race relationships, public opinion, unemployment, prohibition, economic and legal status of women, war, and peace.

135—**American Municipal Government.** Four hours.
A study of the principles and systems of municipal government, with special stress on the municipal revenue, the municipal budget, public safety, city planning, municipal politics, municipal indebtedness and the city as a problem in the government.

185—**International Law.** Four hours.
Since the World War, an intimate bearing of international law upon the peace and prosperity of the world at large has been realized by the general public as well as by statesmen and scholars. Hence the study of the principles of International Law, with special stress on neutrality, methods of warfare, treatment of prisoners of war, maritime commerce, remedial rights and peace treaties.

SOCIOLOGY

Mr. Gonzales

The course in Economics 77, Government 145, and Psychology 139 are open to students of Sociology.

63—**Introductory Sociology.** Four hours.
This course is a study of the factors and principles influencing the social life of man. An attempt is made to orient students to the ways of social thinking and survey the field of sociology.
Topics discussed: Nature of sociology, geographical factors, biological factors, psychological factors, cultural factors, social processes, social control, social organization and institutions and social change and progress.

75—**Rural Sociology.** Four hours.
This course is a study of rural society; its peoples, structure, institutions, processes and relations to urban society.

112—**Current Social Problems.** Four hours.
This course is a general survey of some of the major social problems now confronting American society such as family disorganization, physical and mental ill health, economic insecurity, juvenile delinquency and crime, population problems and industrial hazards. Special consideration is given to the cultural background and the social significance of these problems as well as to the various public and private proposals for their alleviation.

116—**Rural Social Problems.** Four hours.
Prerequisite: Sociology 75 or consent of the instructor.
This course is an intensive study of the chief maladjustments in rural society with special emphasis upon current problems.

128—**Criminology.** Four hours.
Prerequisite: Sociology 63 or 112 or consent of the instructor.
This course is a comprehensive treatment of crime, criminals, punishments, and prisons. Special stress is laid on the history of our ideas on crime, criminals and punishments and upon the methods whereby such ideas have been applied. A synthesis of existing knowledge and practices in the field supplies the basis for suggestions as to the desirable future reforms in the repression of crime and the treatment of criminals.

175—**Social Institutions.** Four hours.
Prerequisite: Sociology 63 or consent of the instructor.
This course is a detailed study of the origin and composition of

the major institutions in society—economic, political, domestic, institutions for promoting richer living and institutions for influencing public opinion. Some emphasis is placed on social theory.

176—**Educational Sociology.** Four hours.

Prerequisites: Sociology 63 or 112 or 8 hours in Education or consent of the instructor.

This course is an analysis of contemporary social issues which affect the school as revealed through the study of current materials in the social sciences.

177—**Ethics.** Four hours.

This course is a study of the evolution of moral ideas from primitive to modern times and a criticism of ethical theories and of social institutions such as the state, property, and the family.

RELIGIOUS EDUCATION

Courses in Religious Education may be offered to complete a major or minor in Social Science only with permission of the head of the department. Not more than six hours in Bible may be used as electives in meeting requirements for graduation.

120—**Old Testament History.** Two hours.

A general survey course in the field of biblical history, the purpose of which is to give students an insight into the sociology, economics, government, education, and religion of the Hebrew people.

121—**The Prophets of Israel.** Two hours.

A study of the life and teachings of the prophets of the Old Testament. Special attention is given to their influence on Hebrew life and history and their significance to modern times.

122—**New Testament History and Biography.** Two hours.

A course in the history of the New Testament giving emphasis to the customs, language and literature of the New Testament age. The life of Jesus is studied in detail.

FALL QUARTER—1946-1947

DIVISION	SUBJECT	PERIOD 1	2	3	4	5	6	7	8	Days	Room	Instructor
BIOL. SCI.	Biol.		37	WF TT 37 142 TT	142	22	37 MW	TT 37		MTWT	34	Walker
			147	147			139	139		MTWT	36	Frazier
COMMERCE	Com.	150	35	55	25					MTWT	25	McNeese
		185a	65	125	116	33				MTWT	29	Harlan
EDUC. & PSYCH.	Educ.	Student Teaching 182-183				-185-186				MTWTF	D.S.	Pickens
			113	20	128		169			TWTF	111	Pickens
			Lab.	108	143	109				MTTF	208	Pulliam
			Lab.	Lab.	103	66	Lab.			MTTF	110	Jones
	Psych.	65		116		119		139		MWTF	114	Freeny
FINE ARTS	Art		125	* ** 115 117	25			77-77 MW		MWTF	5	D'Olive
	Music			95						TWTF	302	Marsh
		For theoretical and applied music see Prof. Marsh.										
HEALTH & P. ED.	Health	27						125		MTWT	103	Sierakowski
		129								TWTF	34	Walker
	P. Ed.						151		181	MTWT	103	Sierakowski
			120							TT	103	Sierakowski
			140	118	100a	182				TWTF	103	Vann
						134	109	4w,14w	1w,11w			
						109	4w,14w	1w,11w	4w,14w			
						1m,11m	134	Varsity	Varsity			STAFF
						4m,14m	1m,11m	4m,14m	1m,11m			
HOME EC.	H.Ec.		123	196		37	TT 37	197				Thompson
			MW TT				M	TT				
		150	150 26	26		104	104 125	125		MTWT		Campbell
			185		185	185	186	186				Owings
		200		185	186							Fritzsche
						144						
								MWF				
			Nursery School					138				Rutland

FALL QUARTER—(Continued)

IND. ARTS												
	Eng.	25-28	25-28				131	37a 120a		MWTF	201	Stout
		25 28		52	123		52			MTTF	210	Hickman
		25 28		75		76		41		MWTF	209	Webb
LANG. & LIT.		26	127				80			TWTF	202	Shands
	Lang.		31	25		75	81			TWTF	204	Jackson
					35					TWTF	202	Shands
	L. Sci.				29			116		Tu.	208	Roberts
			MW	W								
	Chem.	130	130	25	25		24			MTWT	34	Austin
			TTF									
PHYS. SCI. &			75	75						TWTF	34	Austin
MATH.			M									
		136	136			23	TT			MTWT		
	Physics					80	80			MTWT	36	Frazier
	Math.		31	180	76	21				TWTF	23	Johnson
	Hist.					29				MTTF	107	McLemore
			142					174		TWTF	206	Wilber
		61				127				MTWT	107	Jackson
					63			27		TWTF	102	Gonzales
SOC. STUDIES	Geog.	145	110		139	33				MTTF	106	Bolton
	Soc.		63	175						TWTF	102	Gonzales
	Pol. Sci.				130		25			MTWT	107	Jackson
	Eco.			33			129	55		TWTF	206	Wilber
	Rel. Ed.						120			MW	103	

WINTER QUARTER—1946-47

DIVISION	SUBJECT	PERIOD 1	2	3	4	5	6	7	8	Days	Room	Instructor
BIOL. SCI.	Biol.	136	38	WF TT 38-143 TT	143	167	167M			MTWTF	35	Walker
			39	39	145	22				TWTF	36	Frazier
COMMERCE	Com.	28	36		26	130				MTWT	25	McNeese
		185b	115	150	117	34				MTWT	29	Harlan
EDUC. & PSYCH.	Educ.	Student Teaching 182-183				-185-186				MTWTF	D.S.	Pickens
			113		116		162			TWTF	111	Pickens
		137		46		66	117					Stark
		107		Lab.	102		101			MTTF	110	Jones
	Psych.	65		116		119		129		MWTF	114	Freeny
FINE ARTS	Art	26		135	89		75	75		MWTF	5	D'Olive
	Music	For theoretical and applied music see Prof. Marsh.		96						TWTF	302	Marsh
HEALTH & P. ED.	Health			134							103	Campbell
		136									36	Walker
				79	125					MTWT	103	Owings
		166		133					155	MTWT	103	Sierakowski
	P. Ed.			70			56	151				Sierakowski
				100b	85	160	5m,15m					Vann
						2w,12w	5w,15w	108	139			
						108	2w,12w	5w,15w	119			STAFF
							2m,12m	5m,15m	Varsity			
HOME EC.	H. Ec.		115-115	85-85		123	197					Thompson
		125	125			50	50 105	105				Campbell
			185		185	185	196					Owings
		200		185	186							Fritzsche
						144						
								MWF				
			Nursery School					138	128			

WINTER QUARTER—(Continued)

IND. ARTS												
	Eng.	26	26				132	37b120b		MWTF	201	Stout
		26		53	124	141				MTTF	210	Hickman
		26	25-28	76		75				MWTF	209	Webb
LANG. & LIT.		27		115			110			TWTF	202	Shands
	Lang.		32	26		76	82			TWTF	204	Jackson
					36					TWTF	202	Shands
	L. Sci.	29			29					Tu.	208	Roberts
			MW	W								
	Chem.	131	131	26	26		24			MTWT	34	Austin
			TTF	M								
PHYS. SCI. &			76	76			TT			MTWT	34	Austin
MATH.	Physics		M			81	81					
		92	92				23			MTWT	36	Frazier
	Math.		35	31	175		32			TWTF	23	Johnson
	Hist.			109						MTTF	107	McLemore
			128				125			TWTF	206	Wilber
		62				27		175		MTWT	107	Jackson
					61			28		TWTF	102	Gonzales
SOC. STUDIES	Geog.	160	118		43	130				MTTF	106	Bolton
	Soc.	128					75			TWTF	102	Gonzales
	Pol. Sci.				130					MTWT	107	Jackson
	Eco.					184		55		TWTF	206	Wilber
	Rel. Ed.						121			MW	103	

SPRING QUARTER—1946-47

DIVISION	SUBJECT	PERIOD 1	2	3	4	5	6	7	8	Days	Room	Instructor
BIOL. SCI.	Biol.	129	37	WF TT 37 144 TT	144	22	TT			MTWT	34	Walker
				39	39	139	139			TWTF	36	Frazier
COMMERCE	Com.	35	37	150	32	50				MTWT	25	McNeese
		185c	33	120	170	65				MTWT	29	Harlan
EDUC. & PSYCH.	Educ.	Student Teaching 182-183				-185-186				MTWTF	D.S.	Pickens
			113		128		169			TWTF	111	Pickens
			108s**	175	194		108s**	Lab.		MTTF	208	Pulliam
		117s**		66	101	117s**	Lab.					Stark
		103	143	143s**	Lab.			143s**		MTTF	110	Jones
	Psych.	65	119s**	116		119		119s**		MWTF	114	Freeny
FINE ARTS	Art	77	77	140	26s		25	26s		MWTF	5	D'Olive
	Music			95						TWTF	302	Marsh
		For theoretical and applied music see Prof. Marsh.										
HEALTH & P. ED.	Health	134x*									103	Campbell
		129								MTWT	34	Walker
		133x**							150	MTWT	103	Sierakowski
	P. Ed.							79 79s	79s			Owings
			122*		153			110	142x*			Sierakowski
			85x**	100c	158				144**	MTWT	103	Sierakowski
					mx**					TWTF	103	Vann
					125	109	3w,13w	6w,16w	125w**			
						6w,16w	134	3w,13w	134x*			STAFF
						134	3m,13m	6m,16m	Varsity			
HOME EC.	H. Ec.		135	135 85	85	37	37 142	142				Thompson
			26	26 150	150		50	50				Campbell
			185		185	185	186					Owings
		180	146	200		144						Fritzsche
			197			115	115					
			Nursery School					220				Rutland

SPRING QUARTER—(Continued)

IND. ARTS												
	Eng.	27	27				133	37c 120c		MWTF	201	Stout
		25 28		54		125	52			MTTF	210	Hickman
		76s**	26	75		76s**		41		MWTF	209	Webb
LANG. & LIT.		27					80			TWTF	202	Shands
	Lang.		33	27		77	83			TWTF	204	Jackson
					37					TWTF	202	Shands
	L. Sci.	29								Tu.	208	Roberts
			MW	W								
	Chem.	132	132	27	27		24			MTWT	34	Austin
			TTF									
PHYS. SCI. &			77	77		23				MTTF		
MATH.			M									
		136	136			82	82 TT					
	Physics									MTWT	36	Frazier
	Math.	21s**	75	35	176	21s**				TWTF	23	Johnson
								s**				
	Hist.				109s**			29 109		MTTF	107	McLemore
		177	129							TWTF	206	Wilber
		63				28				MTWT	107	Jackson
					62			185		TWTF	102	Gonzales
SOC. STUDIES	Geog.	131xx	138		33	110				MTTF	106	Bolton
		140x										
	Soc.	112	63							TWTF	102	Gonzales
	Pol. Sci.			105x								
				106xx			25			MTWT	107	Jackson
	Eco.			33			153			TWTF	206	Wilber
	Rel. Ed.						122			MW	103	

SUMMER QUARTER— 1946-47

DIVISION	SUBJECT	PERIOD 1	2	3	4	5	6	7	8	Days	Room	Instructor
			MW	WF								
BIOL. SCI.	Biol.	37	37	38	38	136	22			MTWT	34	Walker
				TF				TT				
			39	39	145		147	147		TWTF	36	Frazier
COMMERCE	Com.	125	115	33	65	185a				MTWT	29	Harlan
		130	35		25	50				MTWT	25	McNeese
	Educ.	Student Teaching 182-183				-185-186				MTWTF	D.S.	Pickens
		169		162x*			113			TWTF	111	Pickens
			108	109 104	104					MTTF	208	Pulliam
EDUC. &		137		175	101		66					Stark
PSYCH.			Lab.	107	103	102				MTTF	110	Jones
				s*				s* s*		MTTF		
	Psych.	65	119s*	116 116		119	139	116 119		MWTF	114	Freeny
	Art	25	89s	26	77	-77		89s		MWTF	5	D'Olive
			95s*			95s*						
FINE ARTS	Music		96s**			96s**				MTTF	302	Marsh
		For theoretical and applied music see Prof. Marsh.										
	Health			134x*								Campbell
		129						27 27s	27s			Owings
		125		133x**				x xx		MTWT	103	Sierakowski
	P. Ed.		70			153		56 142		MTWT	103	Sierakowski
HEALTH &				118	158	100abc				TWTF	103	Vann
P. ED.		109			125w	134	3w,13w	125w	112x			
		134			125m	109	103	134	125wxx			STAFF
					134	103	109	125m	6m,16m			
									125mx			
	H. Ec.	115	115 135	135		85	85 142	142				Thompson
								W T				
			143		180		104	104 105	105			Fritzsche
HOME EC.			197			128		196		MTTF		Owings
								MWF				
			Nursery School					138				Rutland
		125	125			150	150 50	50				Campbell

SUMMER QUARTER—(Continued)

IND. ARTS												
	Eng.	25-28	25-28			120ab	41			MWTF	201	Stout
				52	110			141		MTTF	210	Hickman
		76s*	126	75s**		80	75s**	76s*		MWTF	209	Webb
LANG. & LIT.							131			TWTF	204	Jackson
	Lang.		25-	26	-27					TWTF	204	Jackson
	L. Sci.							132*	132*			Roberts
	L. Sci.		116s*	127	29		116s*	135**	135**			Roberts
	Chem.	25-	26	-27			24				34	Austin
PHYS. SCI. &		23s*	M			23s*						
MATH.		136	136							MTWT		
	Math.	32	31		175	35				TWTF	23	Johnson
	Hist.		109							MTTF	107	McLemore
							142	125		TWTF	206	Wilber
		176			62s*		62s*			MTWT	107	Jackson
						140		27		TWTF	102	Gonzales
SOC. STUDIES	Geog.	145s**	138	33s*	110		145s**	33s*		MTTF	106	Bolton
	Soc.		112	63						TWTF	102	Gonzales
	Pol. Sci.			25		130				MTWT	107	Jackson
	Eco.		133			55				TWTF	206	Wilber
	Rel. Ed.						120			MW	103	

Classes during first term meet four days per week.
Classes during second term meet five days per week.
s* Courses are four hour courses meeting twice per day during first term.
s** Courses are four hour courses meeting twice per day during second term.
x Courses are two hour courses completed in first term.
xx Courses are two hour courses completed in second term.

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